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COMMISSIONER OF EDUCATION

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United States. Bureau of
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Report of the Commissioner
of Education made to the

ERRATA.

Page xxxvii, a summary of the educational condition of West Virginia was inadvertently omitted.

Page 72, for statistical information relative to colleges for women in Georgia, see Table VIII, pp. 682–697, of the appendix.

Page 104, for statistical information relative to colleges for women in Indiana, see Table VIII, pp. 682–697, of the appendix.

Page 116, although the Iowa Wesleyan University and the German College are intimately related for purposes of instruction, they are nevertheless independent institutions, and should be separately reported.

Page 117, for statistical information relative to colleges for women in Iowa, see Table VIII, pp. 682–697, of the appendix.

Page 119, for statistical information relative to feeble-minded children, see Table XXIII, p. 875.

Page 129, for statistical information relative to colleges for women in Kansas, see Table VIII, pp. 682–697, of the appendix.

Page 132, for the figures of the statistical summary in Kentucky, substitute those given in the "summary of educational condition" in the report proper, p. xxxvii.

Page 174, for statistical information relative to colleges for women in Maryland, see Table VIII, pp. 682–697, of the appendix.

Page 320, under Special Instruction, for information respecting the Ohio State Asylum for Idiots, see Table XXIII, p. 875.

Page 336, at the close of the first paragraph, for information respecting Kindergärten, see Table V, pp. 572–583.

Page 348, following Special Instruction, there should appear an account of the meeting of the Pennsylvania State Teachers' Association.

Page 403, the topic Training of Teachers in Virginia was inadvertently omitted.

Pages 272 and 504. Through the error of a copyist, the receipts from local tax in the State of New York for 1876 were reported as $7,697,036 instead of $7,967,036. The correction of this error involves a change of the total receipts from $11,360,161 to $11,630,161, and transforms the decrease of $241,095 in income in 1876 as compared with 1875 into an increase of $28,095.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1876.

SIR: I have the honor to submit my seventh annual report.

The year has been one of special historical activity in connection with education. Much has been done to record the lessons of the past for the use of the future.

The continued depression in business has not only induced economy more and more in matters of education, but has sometimes caused reductions which have been injurious to efficiency. Great and wide-spread necessities have led, here and there, to the most serious questioning of various phases of the systems of public instruction. Wealth has clamored against being taxed for the education of the sons of the poor, while the evils of ignorance have illustrated anew its incompatibility with our system of government. The profits of capital have decreased, and the idleness of labor has increased, adding, it is true, no new bonds of mutual attachment, but yet resulting in no general explosion. Verily we may congratulate ourselves that the past century of the Republic has closed unmarred by those bloody conflicts between the representatives of capital and labor that have so often occurred under the various forms of monarchical government.

It cannot be doubted that the great liberty guaranteed to all among us has much to do with the good will that prevails in American society, while the latter is specially promoted by systems of education in which the children of all classes meet on common ground, rise by their own merit, acquire notions of each other, and form attachments fitted ever after to lessen the differences that separate interests and fierce competition are calculated to generate. The American teacher cannot with safety fix his eyes upon his text book and pupil to the neglect of these broad views. He works where all these antagonistic forces converge, and where they must first be harmonized. He must inculcate the sentiment and encourage the customs which are to be the surest safeguards against the destructive conflicts arising between the two forces, capital and labor. Nor can he perform the task alone. These great interests must intelligently foresee the coming danger, and provide the means by which the whole power of education in the family, the school, and society can be arrayed against social earthquakes. In no sphere is the law of prevention more applicable. Instead of understanding and acting intelligently in view of the facts which bear at this point, the capitalist has in not a few instances sought retrenchment first in the reduction of teacher's wages and the consequent circumscribing of his opportunities to ward off impending danger, and in some instances he has found the hands of labor willing to do his bidding by dropping the ballots through which his purpose has been accomplished. Teachers must not only have the means to do their work well for those who come to the school now, but their numbers must be increased, and they must be sent abroad among those who are as yet entirely unreached by instruction. The security and perpetuity of our institutions rest so exclusively on the individual choice, that reason, conscience, and the high sentiments of every soul should be brought into play and properly informed; that, so far as these influences may go, every person in the land may not only know what is the better part, but choose it and be prepared to sacrifice himself to defend it. In such a universal sway of intelligent reason and enlightened conscience the questions of capital and labor, as they necessarily arise in the progress of human society, will find the most peaceful solution. So also of those questions which arise between races, between

political parties, and between religious sects. In each case the issue is relieved of embarrassment just so far as ignorance and prejudice are eliminated, and the mass of minds called into action are amenable to the influences of right reason. We shall be fortunate as a people if we can see in season that all laws, indeed that all schemes which leave out of view the single idea of training up a child in the way he should go, will prove inadequate—mere makeshifts, in dealing with the evils of great social catastrophes.

Too often educators recognize their responsibility only with reference to those on the rolls of the school; rather should they be possessed of the spirit of the fathers, who did not allow a single child to grow up without the knowledge of letters. Education should not only be sufficient in amount and good in quality, but it should be universal. No child ought to be permitted to grow up without its benefits. It is the single cesspool, the single case of the contagious disease, that, neglected by sanitary customs, may imperil the whole city. So, under the operation of the social and moral nature of man, the children or the single child not subjected to well directed instruction, may become the origin of evil which shall imperil every dollar of property, every life, and the character of every individual in the community.* Educators must contemplate the whole body politic. Occasionally a school officer or teacher may have no personal knowledge of neglected or perverted child-life. Indeed, in the view of any one, the amount of neglect may appear small; but let him gather the total in any county in the country, and add to that the rest in the State to which it belongs, and increase this by the neglected child-life in the remainder of the nation, and he will have before him an accumulation of the possibilities of evil that should rouse the attention of the most selfish and indifferent. We have no measures that can give us a just and adequate conception of these possibilities. All illustrations are inadequate. Even our standards of intelligence are imperfect; but taking that of reading and writing, as I have before had occasion to say in pointing to these perils: "Three hundred thousand votes are a large majority in any election for President of the United States. The determination of the election, therefore, is practically in the control of less than 300,000 voters, or less than one-sixth of the practical illiterate voting population." How often are we told brain power or intelligence directs the multitude! A mass of ignorance is always a temptation to the designing and evil. They appeal to the passions and prejudices of the ignorant. The more intelligent and virtuous a people, the more they judge for themselves, and the less are they subject to leadership. Suppose the illiterate voters should combine, or that designing leaders should succeed in appealing to their blind prejudices and draw them into associated action, so as uniformly to throw them upon the same side in any of the great issues in the nation or in the several States where they constitute a large force, how readily they could determine any question at their pleasure! In several States the illiterate voters are clearly in the majority, according to the census of 1870. The evils that may arise from the ignorance actually in our midst no one can exactly describe. Their premonitions are every now and then manifest. There is no greater source of social and civil disorder than ignorance. Writers of every age have used the strongest terms at their command to characterize it. Adam Smith likened ignorance, spread through the lower classes and neglected by the state, to a leprosy, and says, "Where the duty of education is neglected, the state is in danger of falling into terrible disorder." His declaration was speedily illustrated by the English riots of 1780. Macaulay graphically describes what occurred: Without any shadow of a grievance, at the summons of a madman, a hundred thousand people rising in insurrection; a week of anarchy; Parliament besieged; * * * the lords pulled out of their coaches; the bishops flying over the tiles; thirty-six fires blazing at once in London; the house of the chief justice demolished; the children of the prime minister taken out of their beds in their night-clothes and laid on the table of the Horse Guards; and the cause of this calamity

*See the history of the Juke family, Report of the Commissioner of Education for 1874, pp. cxix, cxx.

was the "ignorance of a population which had been suffered, in the neighborhood of palaces, theatres, temples, to grow up as rude and stupid as any tribe of tattooed cannibals in New Zealand, I might say as any drove of beasts in Smithfield market." But we need not go abroad for such scenes of horror and their lessons. We have seen the police of the city and the authority of the State powerless before the mob during the anti-negro riots in New York, Memphis, and New Orleans, and peace and security enforced only by the presence of national bayonets.

Should anywhere a local majority become, as we conceive it may, hostile to law, and disregard its demands, we readily understand the effect upon those in any such community who obey and support law; they are in antagonism to the lawless; their property and lives are at the mercy of the passions of the madmen around them; incendiary fires consume their dwellings; thieves steal their herds; marauders gather their crops; and submission is the only and at best but an uncertain chance of escaping the assassin's knife or bullet, or the halter of the midnight band. All local law trampled under foot, where can they, where will they, look but to the central government? The more this condition is extended, the greater the call for the enforcement of the nation's laws or the exercise of its military force. The rule of law must prevail; if it does not by local sentiment, both local and general interest will demand national action. Centralization is less likely to occur in a republic through the assumption of authority by the ambitious, than to be produced by a condition of civil evils which suggest it as a cure. Dr. Draper affirms that the Roman Empire was produced out of the republic less by the ambition of the emperors than by the evils from which the empire was supposed to be a relief. Our statesmen should be too observant of these dangers to allow themselves to be overtaken by them. They must foresee the evil for us, and enable us to avoid it. The citizen owes allegiance to the National Government; and the nation, if local lawlessness imperils his property and life, must protect him.

Take away education, and what means remain? As Macaulay observes: "Military force, prisons, solitary cells, penal colonies, gibbets—all the other apparatus of penal laws. If, then, there be an end to which government is bound to attain, if there are only two ways of attaining it, if one of those ways is by elevating the moral and intellectual character of the people, and if the other way is by inflicting pain, who can doubt which way every government ought to take?"

Ours is preëminently a government of reason and right. Adopting the language of Guizot, "Suppose now that the truth, which ought to decide upon the affair, being found and proclaimed, all understandings should be at once convinced, all wills at once determined, suppose all should acknowledge the government right, and obey it spontaneously. There is here nothing of compulsion, no occasion for the employment of force. Does it follow, then, that a government does not exist? Is there nothing of government in all this? To be sure there is, and it has accomplished its task."

AUTHORITATIVE OPINIONS.

In this connection I cannot forbear presenting the following profoundly suggestive extract from Professor Huxley's address before the Johns Hopkins University. One cannot help desiring that more Americans and more Englishmen were equally just and generous toward the respective countries:

I constantly hear Americans speak of the charm which our old mother country has for them, of the delight with which they wander through the streets of ancient towns, or climb the battlements of mediæval strongholds, the names of which are indissolubly associated with the great epochs of that noble literature which is our common inheritance, or with the blood-stained steps of that secular progress by which the descendants of the savage Britons and of the wild pirates of the North Sea have become converted into warriors of order and champions of peaceful freedom, exhausting what still remains of the old Berserker spirit in subduing nature and turning the wilderness into a garden. But anticipation has no less charm than retrospect; and to an Englishman landing upon your shores for the first time, travelling for hundreds of miles through strings of great and well ordered cities, seeing your enormous actual, and almost infinite potential, wealth in all commodities, and in the energy and ability which turn wealth to account, there is something sublime in the vista of the future. Do not sup-

pose that I am pandering to what is commonly understood by national pride. I cannot say that I am in the slightest degree impressed by your bigness, or your material resources as such. Size is not grandeur, and territory does not make a nation. The great issue, about which hangs a true sublimity and the terror of overhanging fate, is, what are you going to do with all these things? What is to be the end to which these are to be the means? You are making a novel experiment in politics on the greatest scale which the world has yet seen. Forty millions at your first centenary? It is reasonably to be expected that at the second, these States will be occupied by two hundred millions of English speaking people, spread over an area as large as that of Europe, and with climates and interests as diverse as those of Spain and Scandinavia, England and Russia. You and your descendants have to ascertain whether this great mass will hold together under the forms of a republic, and the despotic reality of universal suffrage; whether State rights will hold out against centralization without separation; whether centralization will get the better without actual or disguised monarchy; whether shifting corruption is better than a permanent bureaucracy; and as population thickens in your cities, and the pressure of want is felt, the gaunt spectre of pauperism will stalk among you, and communism and socialism will claim to be heard. Truly America has a great future before her; great in toil, in care and in responsibility; great in true glory if she be guided in wisdom and righteousness; great in shame if she fail. I cannot understand why other nations should envy you, or be blind to the fact that it is for the highest interest of mankind that you should succeed; but the one condition of success, your sole safeguard, is the moral worth and intellectual clearness of the individual citizen. Education cannot give these, but it may cherish them and bring them to the front in whatever station of society they are to be found, and the universities ought to be and may be the fortresses of the higher life of the nation.

May the university which commences its practical activity to-morrow abundantly fulfil its high purposes; may its renown as a seat of true learning, a centre of free inquiry, a focus of intellectual light, increase year by year, until men wander hither from all parts of the earth, as of old they sought Bologna or Paris or Oxford; and it is pleasant to me to fancy that among the English students who are drawn to you at that time there may linger a dim tradition that a countryman of theirs was permitted to address you as he has done to-day, and to feel as if your hopes were his hopes and your success his joy.

In 1851 a series of inquiries was addressed to several eminent Americans by Hon. Edward Twisleton, formerly commissioner of poor laws in Ireland.

The Hon. Daniel Webster, to the fifth of these inquiries, "Do you approve, or do you disapprove, of that system (the New England common schools); and what are the main grounds on which your approbation or disapprobation of it is founded?" replied:

I have been familiar with the New England system of free schools for above 50 years, and I heartily approve of it. I owe to it my own early training. In my own recollection of these schools there exists, to this moment, a fresh feeling of the sobriety of the teachers, the good order of the school, the reverence with which the Scriptures were read, and the strictness with which all moral duties were enjoined and enforced. In these schools, or it may be partly by my mother's care, I was taught the elements of letters so early that I never have been able to remember a time when I could not read the New Testament and did not read it. Many moral tales and instructive and well contrived fables, always so alluring to childhood, learned by heart in these schools, are still perfectly preserved in my memory. And, in my own case, I can say that without these early means of instruction, ordained by law and brought home to the small villages and hamlets for the use of all their children equally, I do not now see how I should have been able to become so far instructed in the elements of knowledge as to be fit for higher schools.

In my opinion, the instruction communicated in the free schools of New England has a direct effect for good on the morals of youth. It represses vicious inclinations, it inspires love of character, and it awakens honorable aspirations. In short, I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all, by public law, in such forms that all shall gladly avail themselves of it. Although a little beside the immediate object of these inquiries, I may be permitted to add that, in my judgment, as the present tendency of things almost everywhere is to extend popular power, the peace and well being of society require, at the same time, a corresponding extension of popular knowledge.

DISTRIBUTION OF RESPONSIBILITY.

The great evils to be prevented, the great good to be secured, on so vast a scale, naturally lead to an inquiry into the distribution of the responsibility. All considerations of the subject find these responsibilities finally resting upon individuals. The more persons there are who meet them intelligently and conscientiously, the greater the

good, the less the evil, connected with any issue. But when we pass from the relation of the individual to other responsible units, we encounter a great variety of organizations or combinations—the family, society, the church; and organizations of a social character are almost without number. Besides these, there are those of a civil character which may be termed civil units; the smallest or primary that of the district, borough, parish, then the municipality, the county, the State, the nation. The harmonious action of these several units, each bearing its own proper burden, performing its own functions, so that it is neither overweighted nor allowed to interfere with any other, is one of the marvels of the system of government devised by the fathers. Every year's experience adds proof of their wisdom. Each grade of civil organization proclaims in its administration not alone the spirit of harmony with all others, but the fact that its own existence, nay, that the existence of the entire machinery of our government is not for the exclusive benefit of any class, but is established and continued for the supreme purpose of assuring to each individual the best opportunity of working out his own destiny. Any act of nation, of State, of county, of municipality, or district, calculated to infringe these personal rights is of fatal tendency and inadmissible.

Education seeks to fit the individual for this large liberty and great responsibility. Much of this education is left to the spontaneous action of himself and of the agencies surrounding him. In no country, perhaps, are his privileges or those of his family or those of his church in respect to his education given larger liberty and more carefully guarded. But the fact so generally admitted, that upon the individual intelligence and virtue of citizens rests the entire fabric of our institutions, has led to a universal sentiment in favor of some measure of civil action in behalf of their education as the only sure safeguard against a prevalence of ignorance, fatal to civil liberty and its attendant blessings. The great burden of this responsibility for civil action with respect to education has been wisely imposed upon the smallest civil unit, town or township, borough or parish; while the power of legislation regulating alike the action of the State and the municipality has properly been vested exclusively in the State. This removal of education from all legislative or administrative interference on the part of the National Government did not, in the minds of the fathers, relieve national statesmanship from all responsibility with reference to education. The more profound their patriotism, the more profoundly they acknowledged their obligation in this matter, alike in their capacity as persons and officials. No personal or official act of theirs could promote ignorance. Their example and their words favored universal intelligence. The more delicate the national relation to education, the more assiduous were they that their full responsibility should be discharged.*

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*Mr. Matthew Arnold, one of the inspectors of Her Majesty's schools, in his "Higher Schools and Universities in Germany," has said some things for the benefit of the English people that we can appropriate with the slightest possible modification.

"The study of continental education will show our educated and intelligent classes that many things which they wish for cannot be done as isolated operations, but must, if they are to be done at all, come in as parts of a regularly designed whole. * * * * *

* * * * * Our educated and intelligent classes, in their solicitude for our backward working class, and their alarm for our industrial preëminence, are beginning to cry out for technical schools for our artisans. Well informed and distinguished people seem to think it is only necessary to have special schools of arts and trades, as they have abroad, and then we may take a clever boy from our elementary schools * * * and put him at once into a special school. A study of the best continental experience will show them that the special school is the crown of a long co-ordered series, designed and graduated by the best heads in the country. * *

* * * * * These foreign governments, which we think so offensively arbitrary, do at least take, when they administer education, the best educational opinion of the country into their counsels, and we do not. This comes partly from our disbelief in government, partly from our belief in machinery. Our disbelief in government makes us slow to organize government perfectly for any matter; our belief in machinery makes us think that when we have organized a department, however imperfectly, it must prove efficacious and self-acting. The result is that while, on the continent, through boards and councils, the best educational opinion of the country * * * necessarily reaches the government and influences its action; in this country there are no organized means for its ever reaching our government at all. The most important questions of educational

NATIONAL AID TO EDUCATION.

Grants of public land.—The policy of extending aid to education by grants from the General Government dates from a period anterior to the adoption of the Federal Constitution.

In 1785 Congress established "An ordinance for disposing of the lands in the Western Territory," which contained the following provision: "There shall be reserved the lot No. 16 of every township for the maintenance of public schools within the said township."

The "Ordinance for the government of the territory of the United States northwest of the river Ohio," was adopted July 13, 1787. Article 3 contains the following clause: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." What Congress meant by this clause is clearly defined in the act dated the twenty-third of the same month, empowering "the board of treasury to contract for the sale of western territory." Referring to the ordinance of 1785, it continues: "The lot No. 16 in each township, or fractional part of a township, to be given perpetually for the purposes contained in the said ordinance; * * * not more than two complete townships to be given perpetually for the purposes of an university, to be laid off by the purchaser or purchasers, as near the centre as may be, so that the same shall be of good land, to be applied to the intended object by the legislature of the State." In the same year contracts which contained the above conditions were made under the above act for the sale to the Ohio Company and to John C. Symes of large tracts of land within the limits of the present State of Ohio.

The policy thus inaugurated was not confined to the Northwest Territory. In the act approved March 3, 1803, providing for the disposal of lands belonging to the United States south of Tennessee, the reservation was made of lot No. 16 of each township and of an entire township for purposes of common school and university education.

From that time until 1848, on the organization of each new Territory, similar provisions were made for public education. In that year, on the organization of the Territory of Oregon, the quantity of land reserved for the benefit of common schools was doubled; and to each new Territory organized and State admitted since, except West Virginia, the sixteenth and thirty-sixth sections of every township, one-eighteenth of the entire area, have been granted for common schools.

To each State admitted into the Union since the year 1800, except Maine, Texas, and West Virginia, and to the Territories of New Mexico, Utah, and Washington, have been granted two or more townships of land, to endow a university. The States that received more than two townships, or 46,080 acres, are Ohio, 69,120 acres, Florida and Wisconsin, 92,120 acres each, and Minnesota, 82,640 acres.

In 1862 the law granting lands to each State to endow colleges of agriculture and the mechanic arts was enacted. The lands granted to the several States under this act aggregate 9,600,000 acres.

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policy may be settled without such [opinions] being even heard. A number of grave matters affecting public instruction in this country—our system of competitive examinations, our regulation of studies, our whole school legislation—are at the present moment settled, one hardly knows how, certainly without any care for the best counsel attainable being first taken on them. On the continent it is not so; and the more our government is likely, in England, to have to interfere in educational matters, the more does the continental practice, in this particular, invite and require our attention. * * * * * * * * * There are two chief obstacles, as it seems to me which oppose themselves to our consulting foreign experience with profit. One is, our notion of the state as an alien intrusive power in the community, not summing up and representing the action of individuals, but thwarting it. * * * * * * * * The other obstacle is our high opinion of our own energy and prosperity. This opinion is just; but it is possible to rely on it too long and to strain our energy and our prosperity too hard. At any rate, our energy and our prosperity will be more fruitful and safer, the more we add intelligence to them; and here, if anywhere, is an occasion for applying the words of the wise man: 'If the iron be blunt, and a man do not whet the edge, then must he put forth more strength; but wisdom is profitable to direct.'"

The State of Texas, on her admission into the Union, retained the title to her public land, and is consequently excepted from the grants to endow common schools and universities; but she shared the benefits of the act endowing colleges of agriculture, receiving as her share land scrip representing 180,000 acres.

Besides the general grants there have been special grants of land and buildings to institutions of learning in several States and Territories, as follows:

	Acres.
Alabama.—Lafayette Academy	480
Connecticut.—Asylum for the education of the deaf and dumb	23,040
Dakota.—Holy Cross Mission	160
Florida.—Chattahoochee arsenal, buildings, land, etc., to State	
Georgia.—Dahlonega arsenal, grounds, buildings, etc., for agricultural college.	10
Kentucky.—Asylum for the education of the deaf and dumb; benefit transferred to Centre College.	22,400
Louisiana.—Pine Grove Academy, (quitclaim by United States)	4,040
Michigan.—Public schools, Sault de Ste. Marie	1.26
Public schools, Mackinac, lot and building	
Minnesota.—Domestic and Foreign Missionary Society of the Protestant Episcopal Church.	80
Mississippi.—Jefferson College, outlot at Natchez	30
Tennessee.—Fisk University, Nashville, land and buildings	3.25
West Virginia.—Storer College, four lots and buildings at Harper's Ferry	
Missouri.—Under acts of June 13, 1812, May 26, 1824, and January 27, 1831, confirming to inhabitants of certain towns certain outlots, commons, &c., for purposes of education, as follows:	
Portage des Sioux	298.38
Saint Charles	68.79
Saint Louis	394.86
Saint Ferdinand	33.30
Villa A. Robert	12.39
Carondelet	37.10
Sainte Geneviève	561.68

The quantity of land thus granted, aside from lots the area of which is unknown, is 51,651.01 acres.

By an act of September 4, 1841, 500,000 acres of land were granted to each of the following States, for the purpose of internal improvement, viz: Alabama, Arkansas, Illinois, Indiana, Louisiana, Michigan, Mississippi, and Missouri; and the same grant has been made to each State since admitted into the Union, except Texas and West Virginia. The quantity of land thus granted is 9,000,000 acres. Six of the States since admitted into the Union—California, Iowa, Kansas, Oregon, Nevada, and Wisconsin—have set apart the proceeds of the sales of these lands, by provisions in their respective constitutions, for the benefit of free schools.

By an act dated April 18, 1806, the following grants of land for educational purposes were made to the State of Tennessee:

1. For two colleges, one to be established in East and one in West Tennessee, 100,000 acres. 2. For academies, one in each county, 100,000 acres.

It was provided that one-thirty-sixth of the above grants should be reserved for the purposes of common schools in the limits of the reserved tracts.

Grants in aid of education from proceeds of sales of public lands.—At an early period Congress inaugurated the policy of granting a portion of the net proceeds of the sales of public lands to the several States in which they were situated. Thus, in 1803 an act was passed granting three per cent. of such net proceeds to the State of Ohio for "laying out, opening, and making roads, within the said State, and to no other purpose whatever; and an annual account of the application of the same shall be transmitted to the Secretary of the Treasury." Similar grants (in some cases of three and in others

of five per cent.) have been made to the States admitted into the Union since Ohio, except to Maine, Texas, and West Virginia, in none of which did the General Government possess any public land. In some States the grants were dedicated to purposes of internal improvement, in others to education. The terms of the grant to Illinois are as follows:

SEC. 1. *Be it enacted, &c.,* That the Secretary of the Treasury shall, from time to time, and whenever the quarterly accounts of public moneys of the several land offices shall be settled, pay three per cent. of the net proceeds of the lands of the United States lying within the State of Illinois which, since the first day of January, one thousand eight hundred and nineteen, have been or hereafter may be sold by the United States, after deducting all expenses incidental to the same, to such person or persons as may be authorized by the legislature of the said State to receive the same; which sums, thus paid, shall be applied to the encouragement of learning within said State, in conformity to the provisions on this subject contained in the act entitled "An act to enable the people of the Illinois Territory to form a constitution and State government, and for the admission of such State into the Union on an equal footing with the original States," approved April eighteenth, one thousand eight hundred and eighteen, and to no other purpose; *and an annual account of the application of the same shall be transmitted to the Secretary of the Treasury by such officer of the State as the legislature thereof shall direct; and, in default of such return being made, the Secretary of the Treasury is hereby required to withhold the payment of any sums that may then be due, or which may thereafter become due, until a return shall be made as herein required.*

Approved, December 12, 1820.

By the act of April 18, 1818, it was provided that one-sixth of the sums derived from the three per cent. of net proceeds of public land sales should "be exclusively bestowed on a college or university."

From 1821 to 1869, Illinois received under this law $713,495.45.

The whole amount paid to the several States as percentages on the net proceeds of sales of public lands was $6,508,819.11. How much of this sum has been devoted to educational purposes has not yet been ascertained; but the States named below have received the amounts named, respectively, which (either by the terms of the grant by Congress or by State constitutional enactment) are to be applied for the benefit of public education:

Illinois, from 1821 to 1869	$713,495 45
Florida, from 1847 to 1872	28,098 07
Wisconsin, from 1850 to 1875	195,423 98
Iowa, from 1849 to 1874	630,627 38
Oregon, from 1866 to 1876	25,927 60
Kansas, from 1868 to 1876	53,626 15
Nebraska, from 1869 to 1876	113,591 90
Nevada, from 1872 to 1874	3,648 81
Making a total of	1,764,439 34

Besides this, the State of Arkansas has received from the same source $224,473.15, which sum, by a provision of the State constitution adopted in 1868, was to be devoted to education, but respecting which the later constitution of 1875 is silent. Missouri has in like manner received under two acts, dated respectively March 6, 1820, and February 28, 1859, the sum of $1,008,321.86. The constitution of Missouri adopted in 1875 establishes a school fund, one of the components of which is, in the words of a clause in section 6: "Also any proceeds of the sales of public lands which may have been, or may hereafter be, paid over to this State, (if Congress will consent to such appropriation.)"

Several of the States have devoted the net proceeds of the sales of swamp and saline lands to public education, but the amounts derived from these sources have not been generally ascertained.

In Ohio the amount realized from the sale of the saline grants and added to the common school fund was reported in 1850 at $41,024; in Indiana the State school fund realized from the same source $85,000.

The constitutions of the States of Louisiana, Mississippi, (with some unimportant reservations,) and Indiana contain provisions requiring that the net proceeds of the sales of swamp lands shall be used for the benefit of public education; and in several other States, as, for example, Missouri, Ohio, and Wisconsin, the same disposition has been made under general laws, without a specific constitutional enactment.* The constitution of Alabama once contained this provision; the amendment of 1875 abrogated it. It appears from the report of the State superintendent of public instruction for 1875 that up to that date the sum of $27,340.31 had been received into the State treasury on account of sales of swamp land, but it does not appear that this amount or the income thereof had ever been used for the benefit of public education.

The amount of swamp lands granted and patented to each of the States, from the date of the first grant to June 30, 1876, is as follows:

	Acres.
Ohio	25,640.71
Indiana	1,256,631.96
Illinois	1,453,611.67
Missouri	3,185,479.44
Alabama	392,719.61
Mississippi	2,681,383.16
Louisiana	8,468,964.93
Michigan	5,864,669.55
Arkansas	7,059,827.68
Florida	10,735,403.21
Wisconsin	3,059,572.62
Iowa	1,166,917.34
California	1,308,295,65
Minnesota	1,143,153.63
Total	47,802,271.16

Official reports of the amounts received from sales of these lands and of the distribution of the proceeds are not easily accessible, and it is impracticable to present at this time any statement on these heads.

Other aid to public education by the General Government.—In 1836 there was a large sum in the Treasury of the United States, largely derived from the sales of public lands, which was not needed for the current expenses of the General Government, and a law was approved on June 23 which provided for a distribution of the surplus among the twenty-five States of the Union on the basis of their respective representation in Congress. Afterward, the benefit of the act was extended to Michigan, which had just been admitted into the Union. This fund, amounting to $28,101,644.91, has since been held by the several States admitted into the Union prior to 1837, subject to call by the General Government. Several of them have devoted a part or the whole of the income realized from this fund to public education.

The State of New York received as her allotment in the distribution the sum of $4,014,520.71. The entire income of this fund, amounting to about $236,000 yearly, has been bestowed on education. By a provision in the State constitution of 1846, after adding $25,000 to the capital of the common school fund each year, the remainder of the income is expended for the benefit of common schools and academies, apportioned as follows:

Support of common schools	$165,000
Dividend to academies	28,000
Teachers' classes in academies	18,000

The average yearly income of the common school fund of New York exceeds five per cent. of the principal, so that there have been realized from that portion of the fund derived from the income of the surplus revenue fund about $600,000 in thirty-one years,

*Report of the Commissioner of the General Land Office, 1876.

and the present capital of the common school fund is partly composed of the yearly sums set apart from the income of the revenue fund, which sums amount to $775,000. Thus it appears that, from this fund of about $4,000,000 set apart by the United States for the benefit of the single State of New York, that State has been able to realize for the benefit of public education the munificent sum of about $7,916,000, of which more than three-quarters of a million form a permanent capital, bearing interest.

Aid to colored schools.—The General Government, on the organization of the Bureau of Refugees and Freedmen in 1865, began to aid schools for the education of colored children. This aid amounted, so far as can be ascertained, to $3,711,225.47. But this sum, large as it appears, does not include all, as some thousands of dollars paid out for the transportation of teachers and for other expenses connected with the schools cannot be separated from other items with which they are charged.

Libraries, publications, and promotion of science.—The amount expended and separately reported by the General Government for libraries up to and including the year 1874, was $1,573,948.03. Besides this, large sums have been expended from time to time from general appropriations, the amount of which cannot be determined.

It is still less possible to show the much greater amounts that have been expended in conducting scientific explorations and surveys, and publishing the results, and in collecting and publishing other material covering a wide range of subjects. The amount, so far as ascertained for the period above mentioned, was $1,752,549.67, but this is but a small fraction compared with the aggregate.

Aid to Indian schools. The first appropriations to aid Indian schools by the United States were made under the government of the Continental Congress in 1776. In 1819 a law was enacted granting $10,000 a year for the purpose of maintaining Indian schools and other agencies of civilization. This law was repealed in 1873. There was expended under its provisions while it remained in force, including an extra appropriation for the years 1856, 1857, and 1858, the sum of $561,027.15.

This amount represents but a small fraction of the whole sum expended for Indian education since the policy of making treaties with the Indian tribes was inaugurated; but these expenditures are not included here, for the reason that, with other sums paid to the Indians under treaty stipulations, they formed the consideration given for certain concessions granted by the Indians, and not a gratuity to them.

Cost of military and naval schools.— As an item of interest in this connection, the following statement of the cost of maintaining the Military Academy at West Point to June 30, 1871, and the Naval Academy at Annapolis up to June 30, 1876, is included. The amounts cover all the expenditures from the date of organization, including buildings, libraries, instruments, instruction, &c. They are as follows:

United States Military Academy, West Point	$6,801,482 73
United States Naval Academy, Annapolis	3,518,880 63

RECAPITULATION.

I.—*Land grants.*

	Acres.
Sixteenth and thirty-sixth sections for common schools	67,983,914
Seminary lands	1,082,880
Colleges of agriculture and the mechanic arts *	9,600,000
Special grants	51,651
Internal improvement grants, devoted to education in six States	3,000,000
For common schools and academies in Tennessee, act April 18, 1806	200,000
Swamp and overflowed lands bestowed on education by State action, so far as known.	13,784,710
For Indian schools in Mississippi †	34,560
Total	95,737,714

*Not including any grant to Colorado, which, under the rule adopted in the cases of West Virginia, Nevada, and Nebraska, is entitled to 90,000 acres.

† American State Papers, Public Lands, vol. 5, p. 800.

II.—*Grants of money.**

Percentages of net proceeds of public lands	$1,764,439 34
Surplus revenue, act of 1836, income of which can be used by States at their pleasure for education.	28,101,644 91
Schools for freedmen	3,711,225 47
For libraries and sundry publications	3,326,497 70
Indian schools, excluding all appropriations under treaty stipulations	561,027 15
United States Military Academy, West Point	6,801,482 73
United States Naval Academy, Annapolis	3,518,880 63
Total	47,785,197 93

CORRESPONDENTS OF THE OFFICE.

Any one familiar with these reports will observe that the correspondents of the Office are, as a rule, administrative heads of educational systems or institutions. This limitation is simply on account of the lack of working force to carry on this correspondence more in detail, and is on the supposition that what is done by the head includes the several subordinates. The misfortune of having only a single report to send to a school system in which many able men are active as officers and teachers, each desiring a copy of our several publications to aid him in the discharge of his duties, is keenly felt; but the remedy is with Congress.

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

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
States and Territories	37	37	44	48	48	48	48
Cities	.....	249	325	533	127	241	239
Normal schools	53	65	98	114	124	140	152
Business colleges	26	60	53	112	126	144	150
Kindergärten	.....	.....	.....	42	55	95	149
Academies	.....	638	811	944	1,031	1,467	1,550
Preparatory schools	.....	.....	.....	86	91	105	114
Colleges for women	33	136	175	205	209	249	252
Colleges	266	290	298	323	343	385	381
Schools of science	17	41	70	70	72	76	76
Schools of theology	80	94	104	140	113	123	125
Schools of law	28	39	37	37	38	42	42
Schools of medicine	63	82	87	94	99	104	102
Libraries, (public)	156	180	306	377	676	2,200	2,275
Museums of natural history	.....	.....	50	43	44	53	54
Museums of art	.....	.....	.....	22	27	27	31
Art schools	.....	.....	.....	.....	26	29	30
Deaf and dumb asylums	34	36	37	40	40	42	43
Blind asylums	10	26	27	28	28	29	29
Orphan asylums, &c	.....	.....	77	180	269	408	533
Reform schools	28	20	20	34	56	67	63
Schools for feeble-minded	.....	8	.....	7	9	9	11
Total	831	2,001	2,619	3,449	3,651	6,085	6,449

There can be at present carried into such a general summary no indication in detail of the systems or institutions that arise or pass out of existence in the year concluded.

*I am greatly indebted to the Department of the Treasury, and especially to Capt. R. A. Bayley, of the warrant division, for much of the information embodied in this statement of educational grants.

The curiosities of this correspondence are in themselves instructive: the capricious ups and downs of officers and institutions, the letters written and the catalogues and reports published with so little data that it is impossible to ascertain from anything in themselves from which of the several States they have been sent. It is gratifying to see these imperfections year by year diminishing.

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

	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	1,028	65	445	10,922	98	773	11,778
Commercial and business colleges.	a26	154	5,824	60	168	6,460	53	263	8,451
Kindergärten	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institutions for secondary instruction.	.....	.....	.....	638	3,171	80,227	811	4,501	98,929
Preparatory schools b	.....	.....	.....	.....	.....	.....	.....	.....	.....
Institutions for the superior instruction of women.	33	378	5,337	136	1,163	12,841	175	1,617	11,288
Universities and colleges	266	2,823	49,163	290	2,962	49,827	298	3,040	45,617
Schools of science	17	144	1,413	41	303	3,303	70	724	5,395
Schools of theology	80	339	3,254	94	369	3,204	104	435	3,351
Schools of law	28	99	1,653	39	129	1,722	37	151	1,976
Schools of medicine, of dentistry, and of pharmacy.	63	588	6,943	82	750	7,045	87	726	5,995
Institutions for the deaf and dumb.	33	205	3,458	38	242	3,539	36	267	4,337
Institutions for the blind	10	72	.....	26	388	2,032	27	513	1,856
Orphan asylums, industrial schools, and miscellaneous charities.	.....	.....	.....	.....	.....	.....	77	852	10,324
Reform schools	.....	.....	.....	20	.....	5,897	26	331	4,230
Schools for feeble-minded children.	.....	.....	.....	9	.....	886	.....	.....	.....

a 12 of these colleges did not appear in the statistical table, as the information was received too late.

b From 1870–'72 inclusive, this class of schools was included in the table of institutions for secondary instruction.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1874, 1875, *and* 1876.

	1874.			1875.			1876.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	.....	16,488	976,837	(a)	22,152	1,180,880	(b)	23,504	1,343,487
Normal schools	124	966	24,405	137	1,031	29,105	151	1,065	33,921
Commercial and business colleges.	126	577	25,892	131	594	26,109	137	599	25,234
Kindergärten	55	125	1,636	95	216	2,809	130	364	4,090
Institutions for secondary instruction.	1,031	5,466	98,179	1,143	6,081	108,235	1,229	5,999	106,647
Preparatory schools c	91	697	11,414	102	746	12,954	105	736	12,369
Institutions for the superior instruction of women.	209	2,285	23,445	222	2,405	23,795	225	2,404	23,856
Universities and colleges	343	3,783	56,692	355	3,999	58,894	356	3,920	56,481
Schools of science	72	609	7,244	74	758	7,157	75	793	7,614
Schools of theology	113	597	4,356	123	615	5,234	124	580	4,268
Schools of law	38	181	2,585	43	224	2,677	42	218	2,664
Schools of medicine, of dentistry, and of pharmacy.	99	1,121	9,095	106	1,172	9,971	102	1,201	10,143
Institutions for the deaf and dumb.	40	275	4,900	41	293½	5,087	42	312	5,209
Institutions for the blind	29	525	1,942	29	498	2,054	29	580	2,083
Orphan asylums, industrial schools, and miscellaneous charities.	269	1,678	26,360	278	1,789	54,204	385	3,197	47,439
Reform schools	56	693	10,848	47	678	10,670	51	800	12,087
Schools for feeble-minded children.	9	312	1,265	9	317	1,372	11	318	1,560

a In 177 cities. *b* In 192 cities. *c* From 1870–'72 inclusive, this class of schools was included in the table of institutions for secondary instruction.

The above table presents at a glance a test of the condition and progress of the work prosecuted by this Bureau, and by the educators coöperating with it, to perfect the educational statistics of the country.

It should always be borne in mind that this is not exclusively the work of this Bureau, and yet without an agency of this character conducted by the General Government such information could not be obtained in their individual capacity by the thousands of educators who furnish it to this Office as heads of their several institutions. The greatest freedom of suggestion is desired from every one interested. The more nearly all peculiarities and details are in view as the averages are made and plans formed, the more nearly each can be accommodated, and go either into the table of particulars or be included in the general summaries.

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
Oregon	4-20	Dakota	5-21
Wisconsin	4-20	South Carolina	6-16
Washington	4-20	Utah	6-16
Florida	4-21	District of Columbia	6-17
Maine	4-21	Georgia	6-18
New Hampshire	4-21	Nevada	6-18
Montana	4-21	Tennessee	6-18
Massachusetts	5-15	Texas	6-18
Rhode Island	5-15	Kentucky	a6-20
California	5-17	Missouri	6-20
New Jersey	5-18	Choctaws, (Indian Ter.)	6-20
Idaho	5-18	Arkansas	6-21
Maryland	5-20	Colorado	6-21
Michigan	5-20	Illinois	6-21
Vermont	5-20	Indiana	6-21
Wyoming	5-20	Louisiana	6-21
Alabama	5-21	North Carolina	6-21
Delaware	5-21	Ohio	6-21
Iowa	5-21	Pennsylvania	6-21
Kansas	5-21	West Virginia	6-21
Minnesota	5-21	Arizona	6-21
Mississippi	5-21	New Mexico	7-18
Nebraska	5-21	Cherokees, (Indian Ter.)	7-21
New York	5-21	Creeks, (Indian Ter.)	10-18

a For the colored population the school age is 6 to 16.

The above table should not be forgotten in any study of the statistics which follow relating to the population of school age. In one State it is 4–16; in three, 4–20; in four, 4–21; in two, 5–15; in one, 5–17; in two, 5–18; in four, 5–20; in ten, 5–21; in two, 6–16; in one instance, (the District of Columbia,) 6–17; in four States, 6–18; in three, 6–20; in ten, 6–21; in New Mexico, 7–18; among the Cherokees, 7–21; among the Creeks, 10–18. In eight instances the age of admission is 4; in nineteen instances it is 5; in twenty it is 6; in two it is 7; in one, 10; or five different ages. The school period terminates at six different ages. However much the student of statistices may be embarrassed by these differences, he should remember that they may be justified by local considerations, and that all he needs for the purposes of comparison is that, in addition to these local differences, there should be given some uniform age with which to begin and end the comparison. Many educators have, from their intercourse with foreigners during the past year, felt anew the importance of some uniform means of comparison.

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	405,226	*283,659	126,893	.....	80
Arkansas	6-21	189,130	*141,848	15,890	.....	.....
California	5-17	184,787	*166,309	140,468	83,391	141.8
Colorado	6-21	21,962	*16,472	14,364	8,043	100
Connecticut	4-16	135,189	*a*112,657	119,106	70,495	178.1
Delaware	5-21	*b*39,807	*33,836	21,587	.....	.....
Florida	4-21	74,828	*48,639	26,052	16,720	.....
Georgia	6-18	394,037	*354,633	179,405	115,121	.....
Illinois	6-21	973,589	*730,192	667,446	.....	.....
Indiana	6-21	679,230	*509,423	516,270	314,168	129
Iowa	5-21	553,920	*a*354,424	398,825	229,315	136.5
Kansas	5-21	212,977	127,502	147,224	89,896	103.5
Kentucky	*c*6-20	498,744	*398,995	228,000	156,000	110
Louisiana	6-21	274,688	*206,016	74,307	52,315	97
Maine	4-21	218,490	*142,019	156,148	102,451	118
Maryland	5-20	276,120	*207,090	146,198	73,069	182
Massachusetts	5-15	300,834	*300,834	305,776	218,903	176
Michigan	5-20	459,847	*344,885	344,956	200,000	156
Minnesota	5-21	228,362	*159,853	151,866	.....	100
Mississippi	5-21	355,919	*249,143	166,204	.....	100
Missouri	6-20	725,728	*580,582	394,848	*a*182,000	60
Nebraska	5-21	86,191	*60,333	59,966	.....	95.8
Nevada	6-18	8,475	*7,628	5,521	3,832	142.8
New Hampshire	4-21	74,747	55,555	66,599	48,857	93.7
New Jersey	5-18	314,826	*267,602	196,252	103,520	192
New York	5-21	1,585,601	*1,109,921	1,067,199	541,610	176
North Carolina	6-21	*d*348,603	*261,452	146,737	97,830	50
Ohio	6-21	1,025,635	763,976	722,963	447,139	155
Oregon	4-20	48,473	*33,931	27,426	15,565	82.4
Pennsylvania	6-21	*d*1,200,000	*900,000	902,345	578,718	150
Rhode Island	5-15	53,316	*a*48,321	39,328	27,021	180
South Carolina	6-16	237,971	237,971	123,085	.....	90
Tennessee	6-18	434,131	*390,718	194,180	125,908	71.9
Texas	6-18	313,061	*281,754	*a*184,705	*a*125,224	78
Vermont	5-20	92,577	*69,432	71,325	.....	.....
Virginia	5-21	482,789	307,230	199,856	115,243	113
West Virginia	6-21	184,760	*138,570	123,504	72,278	95.04
Wisconsin	4-20	474,811	*332,368	282,186	.....	*e*152.5
Total	.....	14,169,381	10,735,773	8,755,010	4,214,632	.....
Arizona	6-21	2,955	*2,216	1,213	900	.....
Dakota	5-21	10,396	*7,277	5,410	.....	.....
District of Columbia	6-17	31,671	29,133	19,629	14,907	191
Idaho	5-18	2,777	*2,360	2,724	.....	.....

* Estimated by the Bureau.
a Estimated by the State superintendent.
b United States census of 1870.
c For colored population the school age is from 6 to 16.
d In 1873.
e In the country; in 27 cities it was 193 days.

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

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.
Montana	4–21	4,238	*2,755	2,734	2,000	100
New Mexico	7–18	a29,312	*24,916	5,151	.....	132
Utah	6–16	30,900	30,900	19,886	13,608	143
Washington	4–20	11,000	*7,700	7,500	.....	104
Wyoming	5–20	*6,000	*4,500	1,222	.....	.....
Indian:						
Cherokees	7–21	4,041	*3,233	2,800	1,500	200
Creeks	10–18	716	*787	616	448	.....
Choctaws	6–20	2,300	*1,840	1,133	745	168
Seminoles	.....	471	.....	157	108	180
Total	.....	136,777	117,617	70,175	34,216	.....
Grand total	.....	14,306,158	10,853,390	8,825,185	4,248,848	.....

* Estimated by the Bureau. *a* United States census of 1870.

Here at a glance is seen as full and accurate a statement of the public school work of the country as it is possible for the several States and Territories to give with their present methods of collecting statistics. No one not actually engaged in the work of collecting these facts can understand the difficulties encountered. The State school superintendents find it still true that there are occasionally local school officers not competent to make the reports required by their State laws. Yet it should be borne in mind that the States cannot give in regard to any other phase of administration statements so complete and full of details as the reports of education from which these summaries are made. A column showing the estimated number between 6 and 16 in the several States and Territories in the year 1876 is introduced for two purposes: First, to illustrate the advantages of such facts in the general work of comparison; and, secondly, to afford foreign students data by means of which they may more nearly do justice in comparisons between their own countries and ours. It should be observed that the estimates are made on the basis of percentage carefully tested. It will be noticed that a considerable number of the States still have no other enumeration than that of the United States census, and rely upon the figures for 1870 for the data in regard to their school population. In all of these States no increase is indicated. To make any comparison between the school population and enrolment precise, there should be an enumeration taken the same year as the enrolment. It will be observed that the total school population in the States alone, according to the reports received, is 14,169,381 in 1876 against 13,889,837 for 1875, and an enrolment of 8,755,010 for 1876 against 8,678,737 for 1875. The column of estimates of school population for 1876, between 6 and 16, gives a total of 10,735,773 against a total in the same column of 10,463,854 for 1875. It will be observed that Colorado, a Territory in 1875, is a State in 1876. The total school population reported in 1876 in the Territories and the District of Columbia is 136,777 against 117,685 for 1875, and the total estimates of school population for 1876 in the Territories is 117,617 against 93,384 in the similar column of estimates for 1875. The enrolment in the Territories for 1876 is 70,175 against 77,922 for 1875. The total school population in States and Territories for 1876 is 14,306,158 against 14,007,522 for 1875.

The total enrolment for 1876 was 8,825,185 against 8,756,659 for 1875. The column of average daily attendance is a severe test of these statistics in the several States. A considerable number of States and Territories it will be seen are able to give this important item with accuracy. It will be observed that there are over five and a half millions of the population of school age in the country, or considerably more than one-third, not enrolled for instruction during the year; but as there is such a variety of ages included in the legal school age in the different States, and moreover, as in some instances several years are included during which persons may be absent from instruction, and yet have acquired a good degree of elementary knowledge, I do not press the comparisons possible at this point, but taking from the 10,853,390 estimated to be between 6 and 16, the 8,825,185 actually enrolled, we still have 2,028,205, receiving no instruction during the year. After all the possible errors and imperfections in these figures as a basis of consideration have been eliminated, it is clear that not far from one-fifth of our youth who should be under instruction are continuously without it. How little benefit some may derive who are included among the enrolled will be seen when it is remembered that in some cases those are reported who have been in the school a single day, and that as a rule none are stricken from the enrolment who have been in school a single week; and further, looking into the column of the average duration of school in days in the several States, and the column of average attendance in those States able to report, our estimate of the culture attained is further reduced. Here is a subject for the reflection of those who believe that educators are overzealous and are urging public education to a point beyond the demands of the country. Let them take this margin of two millions of untutored school population in country and city, and following its several members through life observe how large a share of the idle, pauper, vicious, and criminal classes are recruited from it, or from among the number of children who make the great difference between the total enrolment and the average attendance in the several States. Here is ample room for illiterate adults, men and women, in all the pursuits of life: hence come the illiterate laborer, artisan, and the agriculturist of unproductive industry; hence come the illiterate voters, to invite the tricks of demagogues and imperil our liberties; hence illiterate jurors and witnesses to corrupt the administration of justice; while too often in our cities they furnish the inhabitants of the hovels where fester diseases, physical and moral, that endanger all surrounding life.

TABLE I.—PART 1.—*Summary* (B) *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	2,535	1,236	($22 00)	
Arkansas	(461)			
California	1,129	1,853	$85 00	$68 15
Colorado	176	225	60 00	48 00
Connecticut	767	2,317	67 43	37 16
Delaware	266	164	*a*(30 75)	
Florida	375	182		
Georgia				
Illinois	9,295	12,826	47 96	33 30
Indiana	7,852	5,559	63 20	41 40
Iowa	6,830	12,222	47 27	28 09

a Not including the city of Wilmington.

TABLE I.—PART 1.—*Summary* (B) *of teachers in the public schools, &c.*—Continued.

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Kansas	2,402	3,174	$33 66	$27 03
Kentucky	4,020	1,610	.....	.....
Louisiana	828	787	31 00	31 00
Maine	2,151	4,284	35 45	17 04
Maryland	1,199	1,651	41 65	41 65
Massachusetts	1,201	7,650	84 78	35 25
Michigan	3,548	9,286	48 50	28 73
Minnesota	1,487	2,916	34 80	29 19
Mississippi	*a*1,761	*a*1,017	(39 87)	
Missouri	5,904	3,747	(30 00)	
Nebraska	1,468	1,894	37 14	32 84
Nevada	36	77	112 63	85 20
New Hampshire	553	3,107	41 93	25 72
New Jersey	978	2,306	66 42	37 39
New York	7,687	22,522	.....	.....
North Carolina	(2,690)		30 00	25 00
Ohio	10,493	12,353	60 00	36 00
Oregon	(619)		45 68	33 64
Pennsylvania	8,953	11,239	39 76	33 60
Rhode Island	211	869	81 49	46 73
South Carolina	1,914	1,154	30 40	28 86
Tennessee	3,083	1,127	32 18	32 18
Texas	*b*(4,030)		(53 00)	
Vermont	671	3,688	37 24	22 48
Virginia	2,913	1,707	34 95	30 37
West Virginia	2,797	896	34 89	32 09
Wisconsin	(8,630)		*c*43 50	*c*27 16
Total number of teachers in States	(247,557)		.....	.....
Arizona	15	6	110 00	90 00
Dakota	85	181	.....	.....
District of Columbia	26	281	120 00	80 00
Idaho	.....	.....	.....	.....
Montana	64	46	75 00	50 00
New Mexico	132	15	.....	.....
Utah	215	234	54 00	26 00
Washington	120	100	38 00	50 00
Wyoming	7	16	.....	.....
Indian:				
Cherokees	(93)		42 80	42 80
Creeks	10	18	40 00	40 00
Choctaws	(57)		26 00	26 00
Seminoles	4	1	50 00	50 00
Total number of teachers in Territories	(1,726)		.....	.....
Grand total	(249,283)		.....	.....

a 24 counties not reported. *b* Estimated. *c* In the country; in the cities the average salaries are: male, $105.10; female, $37.20.

It is gratifying that so many of the States are able to give this summary so accurately; and yet it is a matter for regret that any State or Territory does not know these items, so intimately connected with the administration of its school system. Arkansas gives the total number of teachers, but cannot tell how many are male and how many female, nor their pay. Florida gives the number of teachers, male and female, but can give the pay of neither. The same is true of Kentucky, New York, and the Territories of Dakota, New Mexico, and Wyoming. Georgia and Idaho can neither give the number of teachers nor their pay. Texas estimates the number of teachers and gives the pay. Any one who should examine the column of the average salaries paid, would not from the nature of the case expect the compensation of teachers to be the first point of attack in the efforts to retrench public expenses.*

Statement showing monthly compensation of teachers in public schools.

States and Territories.	Male.	Female.	States and Territories.	Male.	Female.
District of Columbia	$120 00	$80 00	New Hampshire	$41 93	$25 72
Nevada	112 63	85 20	Maryland	41 65	41 65
Arizona	110 00	90 00	Creeks, (Indian Ter.)	40 00	40 00
California	85 00	68 15	Mississippi	(39 87)	
Massachusetts	84 78	35 25	Pennsylvania	39 76	33 60
Rhode Island	81 49	46 73	Washington Ter	*38 00	*50 00
Montana	75 00	50 00	Vermont	37 24	22 48
Connecticut	67 43	37 16	Nebraska	37 14	32 84
New Jersey	66 42	37 39	Maine	35 45	17 04
Indiana	63 20	41 40	Virginia	34 95	30 37
Colorado	60 00	48 00	West Virginia	34 89	32 09
Ohio	60 00	36 00	Minnesota	34 80	29 19
Utah	54 00	26 00	Kansas	33 66	27 03
Texas	(53 00)		Tennessee	32 18	32 18
Seminoles, (Indian Ter.)	50 00	50 00	Louisiana	31 00	31 00
Michigan	48 50	28 73	Delaware	(30 75)	
Illinois	47 96	33 30	South Carolina	30 40	28 86
Iowa	47 27	28 09	Missouri	(30 00)	
Oregon	45 68	33 64	North Carolina	30 00	25 00
Wisconsin	43 50	27 16	Choctaws, (Indian Ter.)	26 00	26 00
Cherokees, (Indian Ter.)	42 80	42 80	Alabama	(22 00)	

*Thus reported by the territorial superintendent.

It should be noted in this grading of salaries that the District of Columbia is a small territorial unit with dense population, and that the pay per month may only be properly compared with that of the several cities of the country.

*Incompetent persons delight in finding fault with those who, by reason of ability or culture, are more successful than themselves; hence the continual warfare against all who receive salaries for skilled labor of every description. The talking economist of the present day commences his labors by asserting what he could accomplish if placed in proper position. Passing by the possibility of extravagance and actual waste by mismanagement of the several departments in furnishing labor and materials, in methods of doing work, in neglecting for a week what ought to be done to-day, in failing to take action in such matters as providing a better plan for heating the high school building, whereby at least seventy-five tons of coal might be saved annually, to which your attention was called a year ago, he commences a raid on the school department by declaring that the salaries paid to teachers are too high, and ought to be reduced at least ten per cent. When met by argument upon this point, showing conclusively that a large majority of the teachers are receiving a salary not large enough to attract him from the arena of absolute idleness, for which they are spending their time, energies, and sympathy in a work most clearly detrimental to health, as the new-made graves of some of our best teachers will sadly attest, to give his child an education substantially free from cost to him, he then directs his attention to the superintendent, or the principal of the high school, both of whom he claims receive too much pay, and states that their places can be readily filled for $1,500 per annum.—(Address of Mayor Jillson, of Worcester, Mass.)

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	$337,276	.....	$15,000	$316,076	$6,200	$337,276	.....
Arkansas	344,074	$10,838	.....	73,166	2,567	*a*119,403	$366,435
California	2,731,540	499,986	43,297	1,976,155	370,781	2,890,219	5,604,128
Colorado	235,853	67,180	5,967	131,378	28,773	233,298	504,248
Connecticut	1,560,565	103,207	30,160	1,085,290	310,524	1,529,181	.....
Delaware	216,225	.....	.....	114,027	102,198	216,225	.....
Florida	94,104	14,639	6,748	74,628	5,707	101,722	.....
Georgia	434,046	.....	.....	.....	.....	.....	.....
Illinois	8,448,466	.....	.....	4,945,194	3,223,345	8,168,539	18,058,386
Indiana	5,083,328	700,000	50,000	3,093,559	1,077,526	4,921,085	11,548,993
Iowa	5,387,524	927,490	(*b*)	2,784,099	576,993	4,288,582	9,516,725
Kansas	1,244,688	207,349	40,990	743,578	206,520	1,198,437	4,600,259
Kentucky	1,513,789	.....	64,000	1,400,000	27,000	1,491,000	1,970,000
Louisiana	776,009	7,334	24,000	539,018	205,657	776,009	803,062
Maine	1,690,445	164,399	30,866	897,056	156,441	1,248,762	3,005,290
Maryland	1,633,490	230,462	28,300	1,045,864	318,723	1,623,349	.....
Massachusetts	6,105,536	.....	59,936	.....	.....	6,105,536	28,200,000
Michigan	4,067,801	474,296	.....	2,026,725	957,484	3,458,505	9,500,000
Minnesota	1,982,642	.....	13,650	821,072	696,161	1,530,883	2,770,508
Mississippi	441,422	.....	.....	.....	.....	417,760	.....
Missouri	1,773,464	.....	.....	.....	.....	2,374,960	.....
Nebraska	865,274	247,513	22,638	426,921	222,272	919,344	1,069,694
Nevada	195,535	48,862	.....	101,016	12,882	162,760	165,801
New Hampshire	614,993	142,589	.....	450,440	66,991	660,020	2,444,468
New Jersey	2,154,415	409,943	36,950	1,511,701	195,821	2,154,415	6,449,516
New York	11,360,161	2,001,383	120,362	7,965,804	1,471,739	11,559,288	31,017,904
North Carolina	408,794	25,100	.....	158,129	8,445	191,674	.....
Ohio	8,605,134	1,395,212	144,513	4,936,824	1,986,208	8,462,757	20,969,557
Oregon	240,117	20,336	6,605	181,902	31,725	240,568	442,540
Pennsylvania	9,526,547	1,735,149	85,725	4,856,889	2,471,890	9,149,653	22,265,925
Rhode Island	734,116	208,663	11,788	422,310	66,705	709,466	2,456,674
South Carolina	457,259	20,666	.....	377,920	25,286	423,872	.....
Tennessee	838,735	47,014	19,342	558,518	47,595	*c*698,220	1,048,943
Texas	244,879	60,081	9,233	630,334	26,588	726,236	.....
Vermont	480,158	.....	.....	.....	.....	.....	.....
Virginia	1,215,325	84,021	46,800	783,025	155,833	1,069,679	851,730
West Virginia	860,644	126,689	14,096	531,545	120,942	793,272	1,660,467
Wisconsin	2,327,694	309,382	64,500	1,462,326	290,433	2,126,641	4,875,618
Total	86,632,067	10,289,783	995,466	47,422,489	15,473,955	83,078,596	192,166,871
Arizona	31,448	.....	1,050	10,039	17,655	28,744	42,230
Dakota	52,008	.....	.....	.....	.....	50,002	48,333

a Items not all reported.

b Included in teachers' salaries.

c Includes expenditure for the annual enumeration of the scholastic population.

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

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.	
Dist. of Columbia	$223,372	$56,785	$9,925	$163,646	$175,472	$405,828	$1,164,606
Idaho	36,214	.....	.....	14,376	2,214	16,590	.....
Montana	46,272	11,147	2,700	35,287	1,000	50,134	56,080
New Mexico	25,473	.....	.....	15,432	3,458	18,890	.....
Utah	129,797	39,021	4,500	85,716	.....	129,237	453,515
Washington	54,557	.....	800	54,720	.....	55,520	.....
Wyoming	.....	.....	.....	16,400	.....	16,400	a32,500
Indian:							
Cherokees	72,298	9,959	2,500	43,075	54,576	110,110	165,000
Creeks	13,000	.....	.....	11,200	1,800	13,000	.....
Choctaws	29,022	.....	.....	12,000	.....	29,022	.....
Seminoles	4,000	.....	250	2,250	700	3,200	.....
Total	717,461	116,972	21,725	464,141	256,875	926,737	1,962,264
Grand total b	87,349,528	10,406,755	1,017,191	47,886,630	15,730,830	84,005,333	194,129,135

a Value of school-houses.

b The total here given is prepared from the table; subsequently to the completion of the latter, additional returns were received from the Chickasaw Nation. These sums being included, the columns of annual income and expenditure would each be increased by $43,000; that of expenditures for teachers' salaries by $4,500; that of miscellaneous expenditures by $13,500, and that of estimated value of sites, buildings, &c., by $50,000.

The above summary presents the financial balance sheet of the public school systems in all the States and Territories as far as they are able to report. Every State and Territory is able to report income excepting Wyoming, making a total of $87,349,528 against $88,648,950 reported in 1875. Alabama, Delaware, Georgia, Illinois, Kentucky, Massachusetts, Minnesota, Mississippi, Missouri, North Carolina,* Vermont, and the Territories of Arizona, Dakota, Idaho, New Mexico, Washington, Wyoming, and the Creek, Choctaw and Seminole Nations are unable to report expenditures for sites, buildings, furniture, libraries, and apparatus for the past year. Arkansas, Delaware, Georgia, Illinois, Iowa, Michigan, Mississippi, Missouri, Nevada, New Hampshire, North Carolina, South Carolina, Vermont, and the Territories of Dakota, Idaho, New Mexico, Wy-

*After the tables in the appendix were in type, a valuable statement of statistics came from North Carolina, and items have been added or inserted as specified in different cases in these summaries and in the abstract for that State.

The population between the ages of 6 and 21 years, for the school year ending June 30, 1876, was 394,489. Of these, about 198,760 are enrolled in schools; or about one-half of the white and rather more than one-half of the colored school population. The total number of teachers was 2,894; males, 1,294 white and 529 colored; females, 783 white and 288 colored. The average salary of teachers is $40 per month in the first grade, $30 in the second, and $20 in the third. There are 2,702 white and 1,372 colored school districts: 1,934 public and 545 private school-houses for white children; 1,371 public and 140 private school-houses for colored children; making 3,990 school-houses in the State. There are also 169 academies and 22 colleges for white pupils and 5 academies and 2 colleges for colored pupils. The income for school purposes for the year was $501,007.78, the total expenditure $335,663.14; of which $319,277.95 were for teachers' salaries. The permanent fund was increased during the year by $45,910,94.

oming, and the Creek, Choctaw, and Chickasaw Nations are unable to report the total expenditures for salaries for superintendents. Georgia, Massachusetts, Mississippi, Missouri, Vermont, and Dakota Territory are unable to report the amount paid teachers. Georgia and Vermont are unable to report the total expenditures for education for the year. The rest of the States and Territories show an expenditure of $84,005,333. New York, Pennsylvania, Ohio, Illinois, Massachusetts, Iowa, Indiana and Michigan exhibit the largest school income in the order named. New York, Pennsylvania, Ohio, Illinois, Massachusetts, Indiana, Iowa and Michigan show the largest expenditure, and in the order named. Alabama, Connecticut, Delaware, Florida, Georgia, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Texas and Vermont, and the Territories of Idaho, New Mexico and Washington are unable to present the estimated or real value of sites, buildings, and other school property. New York, Massachusetts, Pennsylvania, Ohio, Illinois, Indiana, Iowa, Michigan, New Jersey, California, Wisconsin and Kansas, of those reporting, have the largest amount of this property, and in the order named.

Special attention is invited to the increase in value of school property reported; also to the greater fulness of the statistics from the nations occupying the Indian Territory.

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.
Cherokees, (Indian Ter.)	$24 78	$35 76	$62 76	.....	.....
Massachusetts	24 48	24 08	33 65	.....	.....
California	13 21	17 37	29 26	*a*$13 21	*a*$16 23
Choctaws, (Indian Ter.)	12 62	25 62	38 96	.....	.....
District of Columbia	11 12	17 95	23 64	12 03	14 41
Connecticut	10 60	12 03	20 33	12 72	.....
Rhode Island	9 49	12 86	18 72	10 47	15 55
Montana	9 08	16 00	.....	.....	12 00
Ohio	8 30	7 30	18 74	6 95	.....
Colorado	7 93	12 12	21 65	.....	.....
Michigan	7 47	9 96	17 18	.....	.....
New Hampshire	6 50	9 94	13 54	.....	.....
Indiana	6 29	8 23	13 56	.....	.....
New York	6 12	9 08	17 91	.....	.....
Iowa	6 06	8 42	14 65	9 48	.....
Kansas	5 69	8 28	13 56	9 56	13 17
New Jersey	5 47	.....	15 48	.....	.....
Maryland	5 09	9 62	19 25	.....	.....
Washington	5 04	.....	.....	.....	.....
Maine	5 00	7 01	10 67	.....	.....
Oregon	4 62	8 51	15 03	.....	.....
Wisconsin	4 48	7 53	.....	.....	.....
Utah	3 05	4 73	6 92	3 05	4 51
Louisiana	2 41	8 93	.....	.....	.....
Virginia	2 05	4 95	8 59	3 22	3 31

a Per capita of population between 5 and 17.

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

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.
Kentucky	$1 90	$3 60	.....	.....	.....
Georgia	1 10	2 42	$3 77	.....	.....
Arkansas	63	7 45	.....	.....	.....
Alabama	57	89	.....	.....	.....
Nebraska	.....	15 95	.....	.....	.....
Minnesota	.....	10 08	11 70	.....	.....

The figures of the above summary of per capita expenditure are entered directly from the reports of the several States and Territories. It is a favorable sign that so many school executives have the details necessary for such computations. It is hoped that ere long no State or Territory will be omitted.

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, 1875, *and* 1876, *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
	1876	37	8	14,121,526	101,465
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
	1876	36	10	8,293,563	70,175
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
	1876	27	5	4,032,632	34,216
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
	1876	14	3	228,867	9,137

Statistical summary showing the school population, &c.—Continued.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
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
	1876	37	9	247,557	1,726
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
	1876	32	9	95,483	678
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
	1876	32	9	135,644	898
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
	1876	38	9	86,632,067	717,416
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
	1876	36	10	83,078,596	926,737
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
	1876	30	2	97,227,909	1,526,961

The above summary by years and by topics, without reference to the names of the States and Territories, enables one at a single glance to gather material for most valuable reflections. By no means of the least consequence are the columns showing the number of States and Territories able to report year by year. Only 14 States and 3 Territories for the past year are able to report the number of pupils in private schools. Until these facts are included in our educational summaries, no one can tell accurately how large a population is growing up untaught. Indeed, the main value of the generalization is to show topically where there is completeness and what it is, and to stimulate the necessary efforts in other quarters.

EDUCATIONAL CONDITION OF THE UNITED STATES.

In the summary here given, the comparisons made are, as a rule, between the years 1874–'75 and 1875–'76.

MAINE.

Maine in 1876, as in 1875, exhibits a decline in school population and enrolment, the former being 2,987 less than in the preceding year, and the latter 1,175 less. But better schools or better discipline have given her, even in these adverse circumstances, 1,810 more scholars in average daily attendance. In other things there is an alternation of increase and decrease, her male teachers being more numerous by 167, her female ones less so by 191, the wages of both showing a falling off. With 19 more school districts, she has 18 fewer parts of districts; with 81 more school-houses, 18 fewer built during the year; and with the greater number of the houses, a diminished valuation of school property; $17,082 larger receipts from State and local funds, $239,940 less from State and local tax; a greater expenditure by $85,169 upon her school-houses and the supervision of her schools, a lessened one by $149,710 on the teachers employed in them. Her normal schools gave her 55 more teachers in the year. Her high schools had in them 13,469 students, and 28 deaf-mute pupils were under instruction in Connecticut through her aid. In her State agricultural college 93 students were reported.

NEW HAMPSHIRE.

New Hampshire, like her neighbor, reports fewer children of school age and an enrolment 2,052 less than in 1875, but a larger average attendance, (569;) 55 more graded schools, the others remaining about the same; 50 more men teaching, and 59 fewer women; 14 more school-houses, the number without blackboards being 22 less, and the number with globes or outline maps 207 greater; an increase of $190,911 in the estimated value of buildings and apparatus; receipts for schools $31,065 greater, and the expenditures $74,808 less. Her normal school sent out 35 graduates in the year. The high schools trained about 2,700 pupils, while 28 special scholars were under instruction for her in another State. Her State agricultural college had in it 24 students.

VERMONT.

Vermont, unlike the two preceding States, has enlarged by 5,126 the number of her youth of school age, (5–20,) but reports 3,080 fewer of this age in public schools, and 4,243 less in average daily attendance, the number of her schools 26 less, the average cost of them 26 cents a week less; and so, the receipts for them having been diminished $36,094, she has been able to meet this with a correspondingly decreased expenditure. The number of graduates from her normal schools has been 188 for the years covered by the State report, 1875 and 1876; those from 9 of her 33 reporting graded schools, 37 in 1876. Her one State special school had in it 138 inmates, and 25 deaf-mutes and blind were in another State trained through her means. The agricultural department of the University of Vermont numbered 24 students.

MASSACHUSETTS.

Massachusetts, as usual, leads the States above mentioned, but like them shows some of the influences of an extremely trying year, the number of her children of school age (5–15) being 6,126 more than that of 1874–'75, the children of all ages in public schools 3,658 more, and the average attendance 2,042 more; this, too, notwithstanding a falling off of 6,072 in the attendance of those over and under the legal age. With 32 additional male teachers, she reports 397 fewer females, while the number of those trained in normal schools is 512 less;* and while she has sustained 15 more evening schools, the attendance on evening schools has decreased 7,031. Her public day schools were 9 less than in the preceding year; her public high schools 4 more, making 212 in all, with 15,826 pupils; her receipts for schools, largely from a falling off in taxation and interest on permanent fund, were $304,978 smaller; her expenditure on them, mainly from a saving in the line of erecting and repairing school-houses, smaller by $266,269. In 4 special schools she had 383 pupils, and sustained 83 others in another State. There were 69 students in the State agricultural college.

*Her normal schools, however, gave her 203 graduates during the year, to aid in making up this deficiency.

RHODE ISLAND.

Rhode Island, in proportion to her smaller size and population, stands well up to Massachusetts in her record for the year, reporting an enrolment 774 larger than in 1874–'75, and an average attendance greater by 858. Her number of schools was 20 more than in the preceding year, 30 more of them being graded schools and 14 being high schools. Her men teaching were 16 more; her women teaching, 8 more. The teachers in evening schools, however, were 42 fewer than previously reported, the number of evening schools 11 less, the enrolment in them 1,421 less, and the average attendance on them 671 less. The average monthly pay of male teachers fell off $3.69; that of women increased 56 cents. The value of school property was rated at $96,657 in advance of 1875, while both income and expenditure for schools showed the pressure of the hard times, the former decreasing $27,681 and the latter $55,176. Her normal school, in which the requirements for graduation have been considerably increased, had 144 pupils during the year, of whom 13 were teachers fitting themselves for higher work. The one special school within her borders had 218 inmates in the year, and 8 deaf-mutes were instructed upon her account in an institution in a neighboring State. Of the number of pupils in her 14 high schools we have no note. In the State agricultural department of Brown University there were 32 students.

CONNECTICUT.

Connecticut holds her own in nearly like proportion at most points, her school population (age 4–16) increasing 1,448; the different scholars in her public schools, 191; the average attendance in winter, 502, and in summer, 2,199; the number of winter teachers, 30; of summer teachers, 35; and of those continued in the same school, 78. The average monthly pay of male teachers fell off as in Rhode Island, but here only $1.43. That of female teachers advanced 68 cents, somewhat more than there. The number of public schools was only 8 more; but the number of departments in them 41 more, showing better grading; the whole number of graded schools 4 more, making 264. The new school-houses built were 19 less than in the previous year, but the general condition of the houses apparently nearly the same. Receipts for schools from State school fund and State tax increased, but those from local funds and local tax decreased considerably, the whole receipts for the year being $20,089 less than last year, and the total expenditures for school purposes $144,990 less. The State normal school, mainly designed to train teachers for higher efficiency in their profession, had 180 pupils during the year ending April 1, 1876, graduating 43. How many high school pupils were in her 264 graded schools we are not informed, but 1,017 appear in reports of the high schools of her two chief cities. In 2 special schools were 91. The State students in the Sheffield Scientific School cannot be separated from the others.

NEW YORK.

In New York, always a leading State, the influence of the numerous cities is seen in improvement of the schools; that of the hard times, in a falling off of means for the support of them. With an increase of only 2,537 in the number of youth of school age, (5–21) we yet find 7,961 more enrolled in public schools, and 9,775 more in average attendance; 259 more men teaching, and 63 fewer women; 36 more school-houses, and an estimated increase of $1,089,278 in the value of school property; an increase of $185,997 in receipts from State tax and unspecified sources, and a sad decline of $427,092 in receipts from local taxes; an augmentation of $116,137 in the expenditure for teachers' salaries, but a diminution of $278,467 in that for building, furnishing, and improving school-houses.

The study of drawing has been introduced by law into the schools of cities, and union schools in towns, and efforts have been made, with some success, to give practical efficacy to the provisions of the "act to secure to children the benefits of elementary education."

The 8 normal schools of the State still flourish, and, with the girls' Normal College of the city of New York, have had 4,257 normal students under instruction for the

year, and have graduated 514. In her academies and union schools were 30,175 pupils; in 9 special schools reporting, 1,697; in the agricultural and mechanical department of Cornell University, 225.

NEW JERSEY.

New Jersey, with only one-fifth of the school population of New York, has done proportionately much better than her great neighbor, increasing her enrolment of public school pupils by 4,521, and the average attendance of the enrolled by 5,431, diminishing by 2,435 the number of those attending no school. The percentage of those attending public schools has risen from 62 to 70 during the year, while the percentage of those attending no school has dropped from 25 to 21. She has increased by 98 the number of school departments, by 57 the number of higher class school buildings, by $162,249 the valuation of school property, and by 32 the number of male teachers in her schools, shortening by only one name the list of females teaching. In the receipts for schools we see the effects of the hard times, as elsewhere, the income from the permanent fund alone increasing $38,755, while that from State tax, local tax, and other sources has decreased $195,804. To balance this diminution of receipts, she has not only saved $141,101 in the line of expenditure for school-houses, but has cut off $220,115 from the always small enough salaries paid teachers. In her high schools she has had about 1,700 pupils under training; in her one excellently managed normal school 256, graduating 39 of these; in 2 reported special schools, 244; in the Rutgers Scientific School, 44.

PENNSYLVANIA.

Pennsylvania stands well forward, increasing by 12,372 names the enrolment in her public schools, by 26,870 the list of those in average attendance, by 16 the per cent. of daily attendance on enrolment, by 406 the number of public schools, by 332 the number of graded ones among these, by 288 those in which higher branches are taught, by 312 the teachers in the schools, and by $727,732 the receipts for them from taxation. Her expenditures show an effort to meet anticipated financial pressure by a cutting down of $410,012 in the line of sites, buildings, furniture, and miscellaneous expenses for the schools, and of $20,325 in the line of cost of supervision; while for pay of teachers there are reported $110,013 more than the preceding year, although the salaries of men had been diminished on an average $1.31 a month, and those of women 49 cents a month.

The 9 State normal schools reported for 1875–'76 an attendance of 2,999 students in normal departments, with 191 graduates, making, with the girls' normal school of Philadelphia, 3,776 normal students and 347 graduates. Of high school students proper, we have distinct report of only 1,646, though the State superintendent indicates 1,889 as the number of schools in which some of the higher branches were taught. In 16 soldiers' orphan schools, 2 reform schools, 2 for deaf and dumb pupils, 1 for the blind, and 1 for the feeble-minded were 3,971 pupils, about 100 of them from other States; in the State college of agriculture and the mechanic arts, 149.

DELAWARE.

Delaware, presenting the first annual report of the workings of her school system under State supervision, shows an enrolment of 21,587 pupils, in 370 public schools, with 430 teachers, receipts of $216,225 for the schools, and an expenditure of $216,226 on them. Of normal and high school pupils in the State schools there is no information, but in Wilmington appear 99 of the latter. Fourteen special pupils were instructed by the State outside of her own bounds. Her State college had 41 students in its classical department, and 34 in the scientific.

MARYLAND.

Maryland, without change in the reported number of persons of school age, (5–20,) had 3,206 more enrolled in her State schools, 3,810 more in average daily attendance,

26 more schools, 127 more teachers, and $257,444 more receipts for public schools; she decreased her expenditure for sites, buildings, and furniture $42,077, but increased it $24,379 on superintendence, teaching, and miscellaneous matters. Her available school fund was $555,859 greater in 1875–'76 than in the year before. The State normal school, for whites, had 206 enrolled pupils, in an excellent new building, and graduated 21; a normal school for colored teachers, 40 pupils, with 4 graduates; while a normal class for the Baltimore City teachers includes most of them. Of high school pupils there were in Baltimore 1,164, without report of others elsewhere. Special students reported in 3 State schools for blind, and deaf and dumb, 158; students in the State agricultural college, 57.

VIRGINIA.

Virginia, also without indication of change in the number of youth of school age, (5–21,) has had 15,370 more in public schools, 11,316 more in average daily attendance; 140 more pupils over 21; 588 more pupils studying higher branches; 358 more teachers, at an increased salary for both men and women; 353 more public schools, with 6 additions to her list of graded ones; 1,264 more school-houses in use, 1,074 more with good furniture, and 41 more built during the year than in the preceding year; an increase of $94,550 in the value of her school property; only $29 decrease in her total receipts for school purposes, and a total increase of $46,283 in expenditures for these, the largest item of increase being for teachers' salaries. There is as yet no State normal school. The State report gives 7,382 as the number of public school pupils studying higher branches; while in the State agricultural and mechanical college were 255 students, and in the agricultural department of the Hampton Institute 44 on State foundations. In the State special school for deaf-mute and blind pupils at Staunton were 96 deaf-mutes and 37 blind.

NORTH CAROLINA.

North Carolina, having made no report for 1874–'75, can only be compared with herself in 1873–'74, presenting in two years an increase of 24,529 youth of school age, (6–21,) of 24,677 in enrolment in public schools, of $4,603 in receipts for schools, and of $38,068 in expenditure upon them. No State normal schools yet, and no report from the 34 high schools; 61 students in the agricultural department of the State university, and 148 in the State special school for deaf-mutes and blind.

SOUTH CAROLINA.

South Carolina reports 1,293 fewer persons of school age, (6-16,) but 12,669 more attending school; an increase of 213 teachers, of 196 in the number of public schools, and of 118 in the number of school-houses, the value of school property advancing $12,773. The receipts for school purposes show a falling off of $37,338 in State appropriation, of $1,193 in poll tax, and of $13,374 in the income from unspecified sources; but an increase of $15,773 in that from local taxes and of $3,850 from the Peabody fund. For teachers' salaries, notwithstanding a diminution of average monthly pay, the expenditure was $8,235 greater than in 1874–'75; for building and repairing school-houses, $1,643 greater; for other purposes, $12,470 less. Of the pupils in the one State normal school there is no report. In high schools there were 3,138 in higher branches, 353 of these being in Charleston. In the State Agricultural College and Mechanics' Institute were 100 students; in the State university, 89 collegiate ones; in the one State special school, (for deaf-mutes and blind,) 25.

GEORGIA.

In Georgia* comparison of the returns for 1874–'75 and 1875–'76 is difficult from the fact that in the former year those from 13 counties were not received. Making allowance for this deficiency, there would seem to be, instead of an increase of 12,925, as shown by

* One of the most useful efforts made in behalf of education in the State during the year was the visiting and lecturing trip of State superintendent Orr, (his expenses being paid by the Peabody fund,) during which he delivered forty-four addresses. The railroads of the State had the good sense to coöperate in this effort by furnishing the superintendent free transportation.

the printed figures, a diminution of 14,173 in the public school enrolment, and probably a considerably greater decrease in average attendance than the 7,770 shown. The other figures might be similarly affected, but, as they stand, they indicate an increase of 563 in the number of public schools, a decrease of 23 cents in the average monthly cost of tuition for each pupil, and an amount of receipts and expenditures for schools not very different for the two years. No State normal schools have been established, but an appropriation of $8,000 to Atlanta University has enabled it to train normal students for the schools. In 5 chief high schools out of 13 referred to there were 568 pupils for the year 1875–'76; in the two State agricultural colleges, 338 students;* in the State university, not yet fully linked with the public school system, 110; in the 2 State special schools, 106.

FLORIDA.

In Florida, the statistics tell of decrease and retrogression: 19,694 fewer reported children of school age, though that age has had 2 years added to it; 6,319 fewer enrolled in public schools; 11,586 fewer in average attendance; 239 fewer teachers, and $94,848 smaller receipts for schools; no State normal schools, no report of pupils in the 12 or 14 high schools, and no indication of advance except in the number of reported schools and the apparently final establishment at Eau Gallie of the State agricultural college.

ALABAMA.

Alabama, too, presents the painful spectacle of like decrease, of 1,044 in school population, of 20,447 in enrolment of pupils, of 810 in the number of reported schools, of 6 days in the annual duration of the schools, of 190 in the number of teachers, of $5.20 in the average monthly pay of these,† of $259,889 in receipts from State appropriation, and of $69,810 in the income from permanent school fund. The former of these last two diminutions results from a change in the State constitution which substitutes an uncertain annual appropriation for the former definite one of one-fifth of the State revenue. The latter one comes from a reduction by the legislature of the rate of interest payable on the school fund from 8 to 4 per cent.

In 3 State normal schools, 2 of them for colored students, there were reported 206 normal pupils for the year; in the 166 public high schools there could hardly have been less than 5,000 on the rolls; in the State agricultural college were 104; in the State university, 160; in the State institution for instruction of deaf-mutes and blind, 49.

* Hon. W. P. Price, a member of the Forty-second Congress, writes as follows: "The North Georgia Agricultural College is doing an immense work in the direction of furnishing teachers. * * * An important feature of this college is the scheme devised to furnish remote, isolated districts with competent teachers. One great objection to all our common school systems has been that, no matter how well the general system may be devised for the great body of the children, still no provision has ever been made that is plausible or practicable for reaching the obscure communities and districts which have always been shunned by the schoolmaster on account of the poverty of the people and lack of cultivated society. * * * It is always from these remote districts that we hear clamors for a change in our school laws, and no matter how often these are changed they still receive but few of the blessings. To remedy this evil and this neglect we have introduced a *scheme* into this college, whereby we are enabled to send teachers to these untaught children. * * * The college by various means enables young men and young women to prosecute their studies, and assures them degrees and honors upon their graduation; but in the mean time, during the fall months, they are required to teach in neglected portions of the State, going to such places as may be selected by the trustees beforehand. In this way the blessings of education will descend from the higher schools, and instead of the college becoming (as in many instances such institutions do) the object of hatred and contempt of the poorer classes, they will regard it as the source of the highest temporal blessing to them. The objection to 'college men' and 'bookmen' is fast going out in this section, and parents, deprived of education and of learning themselves, are making unheard-of sacrifices to educate their boys and girls. At the same time I know of many instances of heroism and self-denial on the part of our young people to gain knowledge. Two instances are now before me where young men have hired their time—one from an unfeeling stepfather, the other from a father who feels that he cannot get along without his son's help on the farm—each paying about $50 per annum, either in labor or money, after they get through their studies, or by extra work during vacation."

†The above returns are, indeed, from only 51 counties out of 65, but something of the same imperfection belonged to those of the preceding year.

MISSISSIPPI.

Mississippi, as to her school system, presents a record no more encouraging than the two last, upon the whole. The returns, which are, however, from only 50 counties out of 74, show an increase of 37,460 in the number of youth of school age, (5–21,) but a decrease of 2,013 in the number attending school, of 1,990 in the teachers employed, of $15.60 in the average monthly pay, and of 40 days in the average length of schools; while the receipts for public school purposes fell off $668,826, and the expenditures for these purposes, $622,840. In the State normal school at Holly Springs, 88 students were under preparation for teaching; in that at Tougaloo, also aided by the State, were 61 during the year; but of the students in the public high schools there is no report. The agricultural and mechanical department of Alcorn University had 41 students; the kindred school in the State university reported none; the university, 46 preparatory and 85 collegiate.

LOUISIANA.

Louisiana, although torn by political dissensions during 1876, shows less of the depressing influences of these on her school system than might well have been feared. The return for 1875–'76 indicates only a diminution of 539 in her total public school enrolment, which was 74,307; the average daily attendance, 52,315, standing in fair proportion to this. In the number of teachers there was an increase of 58; in average pay of these per month a decrease of $6, and in the estimated value of school property a decrease of $93,038. But in the total receipts for school purposes there was, instead of the falling off which was anticipated, a greater sum by $76,344 than in the previous year, and in the expenditure upon them a like increase. There is no State normal school and no report of pupils in the high schools. In the State agricultural college 176 students were reported; in the State university, 20 preparatory and only 3 collegiate students. In the 2 State special schools for the blind and for the deaf and dumb, 57 pupils were under training in 1875–'76.

TEXAS.

From Texas there was no statistical report of public school affairs for the year 1875–'76 because of a complete change in the school system under the new constitution of 1875, and the law passed in 1876, which dropped the State superintendency, county superintendency, and county boards of directors, and put all public school matters under the control of a State board of education and of voluntary school communities to be organized throughout the State. No provision being made for the payment of teachers engaged under the old system, these generally ceased to teach in the early part of 1876, and from that time until the autumn there were no public schools and no county officers to make report of anything relating to them. No State normal school is yet in existence, and no report of high schools under the State system comes to hand. In a special return from the State agricultural and mechanical college, 90 students were said to be in attendance; in reports from 2 special schools for instruction of the deaf and dumb and of the blind, there appear 107 inmates for the year 1875–'76.*

ARKANSAS.

From Arkansas the reports for two years show an increase of 4,438 in the number of youth of school age, (6–21,) but a decrease of 57,988 in the enrolment of the public schools, a decrease of 3,538 in the number of public school teachers, and (what sufficiently explains both these) a falling off in receipts for schools of $445,462; in expenditures upon them of $630,597. A sadder statement for a single year could not easily be penned. Normal training is offered, in the State industrial university, to 238 pupils who in good faith mean to make teaching a profession, but the pay for teaching has been long so low and so uncertain that only 51 such students appear upon the rolls for 1875–'76, additional to 153 preparatory students and 67 collegiate. The two State schools for deaf-mutes and for the blind, at Little Rock, reported for 1875–'76 a total of 74 pupils.

*The splendid endowment of 50 leagues of land (221,400 acres) and $100,000, set apart by law in 1858 for "The University of Texas," does not seem to have yet stimulated to the effective establishment of such an institution.

TENNESSEE.

Tennessee gives a record less discouraging, her children of school age increasing 7,519, her public schools numbering 45 more than in 1874–'75, her consolidated schools (private and public ones combined) 18 less, and the receipts for public schools reaching $98,419 more. But in the face of the increase of school population there was a decrease of 4,878 in the enrolment in public schools; of 10,897 in the average daily attendance on these; and of $22,519 in the expenditure for them. Her new State normal college enrolled 60 students in its first year;* of those taught in her high schools, only 461 in her 2 chief cities are reported; in her agricultural college, 300 for the year; in her two special schools for the deaf and dumb and the blind, 373.

KENTUCKY.†

In Kentucky there has been the usual difficulty about getting full returns from districts, making the statistics less trustworthy than could be wished. However, there appears to be an increase of 11,042 in the number of white children of school age, (6–20,) besides an addition of 50,602 colored children, now included in the State school system, and to be taught in schools sustained with the taxes, fines, and forfeitures collected from the colored citizens. With this large increase of school children, the white enrolment in public schools is set down in the same figures as the year before, but the average daily attendance is given as 3,000 less. The number of teachers reported is 368 less; the number of school rooms 716 greater; the average duration of schools 10 days more. The estimated value of public school property is set at $346,000 more; the receipts for public schools at $75,643 more; the expenditures for them at $68,452 less. No statistics of the colored people's schools are yet presented, they not having generally been in existence for a year at the date of the last report. Except a training school at Louisville with 45 pupils, there is yet no normal school connected with the State system; but about 272 were under training for the work of teaching in 3 independent schools, besides normal classes in the university and 2 colleges. Of the public high schools in 9 cities, only 3 report the number of pupils, the total for the 3 reaching 814. The students in the agricultural and mechanical department of the university numbered 105 in 1876; the collegiate ones in the university itself, 80; the special students in the State institutions, 95 blind, 111 deaf and dumb, and 117 feeble-minded.

GENERAL REMARK.

The retrogressive tendencies in educational affairs lately noticeable in some of the States in which slavery has been more recently abolished, are calculated to produce great fear in many minds respecting the perpetuity of our institutions. But after a careful review of these facts and an attentive consideration of them in their several relations, and with full recognition also of the same backward tendency in certain other localities, I am increasingly convinced that their local public sentiment will not

*As auxiliary to the work of the State normal college, district institutes were organized by the State superintendent of public instruction, who issued the following circular to county superintendents: "With a view to systematize and stimulate the holding of general institutes and conferences of teachers throughout the State during the next year, and thereby arouse school officers, teachers, and the friends of free schools to the importance of improving and elevating the standard of public instruction in every part of the State, I have determined to establish ten general institute districts, corresponding to the ten congressional districts of the State. At some suitable point or points within these districts at least one institute or conference will be held once or more during the year, which all public and private school teachers, superintendents, and directors will be urged to attend. It is particularly desired that each county superintendent within the district shall certainly be present. There can be no better method by which he can increase his own efficiency, upon which, in a great measure, will depend his success in systematizing and improving school work within his own county. * * * I find, by experience, that the institutes heretofore held have achieved great good; but their diffusion throughout every portion of the State has not been general and systematic enough. I desire that this influence and inspiration, which is great and wonderful, should reach every county and every school district in the State, however remote and obscure."

†The figures of Table I of the appendix are used here for comparison, instead of those in the abstract for Kentucky, where a return for another year has been erroneously used.

tolerate any further retrogression in these States; and that the friends of education may, on the whole, anticipate for their efforts increasing public favor.

OHIO.

Ohio reports for 1875–'76 an increase of 7,909 in the number of children of school age, (6–21,) of 10,834 enrolled in public schools, and of 11,790 in average daily attendance. There was a decrease of 1,813 in the number of men teaching, and an increase of 2,167 in that of women. The average duration of schools was 15 days greater than in 1875; the number of school buildings 46 greater; and that of school districts 21 greater; with an increase of $1,093,053 in the estimated value of school property. In school revenues from State taxes an increase is reported of $60,174, and of $345,443 from other sources, while in funds received from local tax there was a decrease of $17,205, and of $5,282 from permanent fund. The total expenditure for public schools was $810,801 more than that for the previous year. Ten normal schools, reporting an attendance of 2,159 students, do not belong to the public school system; but training schools, connected with the systems of 4 cities, gave normal instruction to 160 students, of whom 81 were graduated. There were enrolled in public high schools 24,000 pupils, and in the Ohio Agricultural and Mechanical College, 149. The State institution for the education of the deaf and dumb had 490; that for the blind, 156; and that for idiots, (not noticed in the abstract,) 414 pupils.

MICHIGAN.

In Michigan there was an increase during the year 1875–'76 of 10,666 in the number of children of school age (5–20) and of 1,025 in enrolment in public schools, while the average daily attendance remained the same as for the previous year. The number of teachers increased 356; the average duration of schools, 18 days; and the value of school property, $384,646; the total expenditures for all school purposes decreasing $88,755. There were 722 students in the State normal school and 79 graduates. In respect to public high schools and departments, of which there were 85 reported in 1875, with 16,722 pupils, full statistics for 1876 are not given. The University of Michigan reports 355 undergraduate and 15 graduate students; the State agricultural college, 166; the State public school at Coldwater, an average attendance of 160 pupils; the State reform school, 230, and the State institution for the education of the deaf and dumb, 212.

INDIANA.

Indiana reports an increase of 11,494 youth of school age, (6–21,) of 13,908 in enrolment, and of 13,425 in average daily attendance; also 278 more teachers than in 1875, and 9 more days in the average length of public schools. The valuation of school property was $678,655 greater; the income for school purposes $41,810 greater, and the total expenditures $390,881 more than the previous year. The State normal school reports an attendance of 404 in normal studies. Public high schools in 45 cities and towns had 3,145 pupils; the State university 134 students in its collegiate department, and Purdue University, 67. The State institution for the education of the deaf and dumb had 349 pupils under instruction, that for the blind 107, and at the Soldiers' Orphans' Home 250 children were provided for and educated at the expense of the State.

ILLINOIS.

Illinois reports an increase of 15,586 in school population, (6–21,) and a decrease of 18,230 in number enrolled; 242 more school-houses, 37 more graded schools, and 503 more teachers. The total income for public school purposes was $587,913 more than for the previous year, and the expenditures $779,330 more. Five normal schools connected with the public school system had an aggregate of 1,052 normal students and 99 graduates. There are 110 high schools reported, against 133 in 1875; number of pupils not given. The Illinois Industrial University reports an attendance of 386 students; the State institution for the education of the deaf and dumb and the Chicago day school for deaf-mutes an aggregate of 445 pupils, and the institution for the blind and that for feeble-minded children, each 86.

WISCONSIN.

In Wisconsin, there was an increase of 12,982 in the school population (age, 4–20); of 2,269 in enrolment of children of school age, and of 2,332 in the total enrolment; a decrease of 721 in the number of teachers; an increase of $104,551 in the value of school property; of $19,507 in school income, and of $112,484 in expenditures. Four State normal schools had an enrolment of 980 students; 23 free high schools had 1,284; the State university 227; the institute for the education of the deaf and dumb 190; the school for the blind 86, and the industrial school for boys 415.

MINNESOTA.

Minnesota reports an increase of 17,812 in school population (age 5–21) and of 21,586 in enrolment, with a decrease of 5,908, in average daily attendance; 1,440 more teachers, and 244 more school-rooms for study; a decrease of 20 days in the average length of schools, and of $37,648 in the estimated value of school property. Receipts for schools diminished; expenditure apparently increased. The 3 normal schools report an attendance of 765 normal students; the State university 267, of whom 123 were in collegiate classes; the institution for the education of the deaf and dumb and the blind, 121.

MISSOURI.

In Missouri, the school age having been changed from 5–21 to 6–20, there is naturally some apparent diminution (12,703) of persons of this age from those under 6 and over 20 ceasing to be reckoned. But this does not quite explain the seemingly small increase, only 68, in the number attending public schools, and still less the apparent decrease (11,472) in the average daily attendance. The number of teachers is reported the same as in 1874–'75, the average monthly pay of these not very different from what it was; but the number of public schools for whites is said to have increased by 196, those for colored children by 12. The average duration of schools has come down from 99 to 60 days, a thing at once explained when we find that the receipts for them have diminished by more than $1,000,000, though the expenditures have been considerably beyond the reported receipts. No doubt much of this derangement of school affairs may be reasonably traced to the peculiar financial trials of these times, but doubtless also much of it may be due to the present lack of county superintendency, an agency invaluable for urging teachers and trustees to duty, for keeping up the good quality of schools, and for looking after both the receipt and the expenditure of the school money.

The 3 State normal schools and St. Louis City normal school had in them in the year 1,613 students, graduating 192, while in the Lincoln Institute for Colored Teachers were 118, resulting in 11 graduates. In the high schools of St. Louis and of Kansas City 1,583 pupils were reported; in the university and State scientific schools connected with it, 153 preparatory and 189 collegiate students; in the State special schools for deaf-mutes and the blind, 224 deaf mutes and 110 blind.

KANSAS.

Kansas, with 12,991 more children of school age, (5-21,) reports an increase of 4,618 in enrolment, and an average attendance larger by 4,316; more women teaching by 275, but 82 fewer men; a small diminution in the monthly salary of both these; an increase of 166 school-houses, of $71,421 in the value of them, and of 204 in the number of graded schools with course of study; $202,390 larger receipts for schools, and $178,336 larger expenditure upon them; the available school fund diminished $41,750, but the estimated value of all school property increased $460,169. From want of legislative appropriation for them 2 of the 3 State normal schools were closed in 1876, and the third only continued on the pay system. In this and in the normal department of the State university 198 pupils were in training for the latter portion of the year, 19 graduating. A link of connection between the high schools and university has been established, and those adopting a certain course are to become preparatory schools for it, graduates therefrom entering its freshman class without reëxamination; but statistics of the high schools are still too imperfect for report. In the State agricultural col-

lege 303 students are reported; in the State university 306 preparatory and 99 collegiate; in the State school for the blind at Wyandotte 54 of this class, in that for the deaf and dumb at Olathe 115 deaf-mutes.

NEBRASKA.

Nebraska, like Kansas, recovering partially from her depression, shows signs of vigorous returning life; 6,069 more persons of school age, (5–21;) 4,543 more enrolled in public schools; 170 more school-houses; 36 fewer men teaching, it is true, but 306 more women; receipts for schools apparently considerably enlarged and expenditures upon them obviously not diminished; 192 students in the State normal school; number in the 6 or more high schools, not reported; in the State university and its industrial college 199 preparatory and 88 collegiate; in the State institution for the deaf and dumb 48 deaf-mutes.

IOWA.

Iowa, still steadily advancing, has added 20,017 to her youth of school age, (5–21;) 14,813 to the enrolment in her public schools; 3,900 to the average daily attendance; 907 to the number of her teachers; and $10.59 to the average monthly pay of males; $898,769 to the value of school property, and $352,026 to the receipts for public schools. Her expenditures on them have been reduced $317,167, but this sum has been for school buildings, furnishing and repairs, and has not prevented the addition of $185,659 to the item "for the pay of superintendents and teachers." The State normal school at Cedar Falls, organized in 1876, had on its list in that year 96 normal students. In her university there is also an optional course in didactics for such academical seniors as propose to teach and for such special students as may be prepared for it, while normal training goes forward in 7 colleges, in an independent normal school, and in county institutes. Only 3 public high schools are officially reported, and of the students in these there is no return; but in the State university 223 preparatory and 167 collegiate students are on the lists; in the agricultural college at Ames, 302; in the State institution for the deaf and dumb, 181; in the State college for the blind, 112; in the State school recently established for the feeble-minded, 44.

COLORADO.

Colorado, admitted into the Union August 1, 1876, shows in her report for that year a decrease of 1,313 in youth of school age, due partly, perhaps, to the fluctuations in mining population, and partly to having cut down the school age from 5–21 in 1874–'75 to 6–21 in 1875–'76. She increased, however, by 1,606 the number enrolled in public schools; by 24 the number of teachers in these; by 12 the number of school districts; by 45 the number of school-houses; by $16,177 the income for her schools, and by $14,986 the expenditure upon them, the expenditure for pay of superintendents and teachers going $27,062 beyond that of 1874–'75. The duration of her schools fell off 16 days, but this is almost the only thing to indicate arrest of progress or even temporary check of her advance.

She comes into the Union with an organized university at Boulder, an agricultural college at Fort Collins, a school of mines at Golden, and an institution for the education of deaf-mutes at Colorado Springs.

CALIFORNIA.

California, still in her fresh young life, reports a school population (5–17) 13,224 greater than before, an enrolment in her schools 9,538 greater, and an average daily attendance enlarged by 5,364; more teachers by 289, with salaries somewhat increased; more schools by 539, but a shortening of the school term 5.18 days; receipts for schools $658,818 less; expenditures upon them $188,356 greater, mainly in the line of salaries paid teachers, which item is $165,675 beyond that of 1874–'75. The school-houses are reported to be in general comfortable, furnished with modern styles of desks, and fairly supplied with maps, charts, and simple apparatus, each having a small library secured by an annual State appropriation from the school moneys. The State normal school

taught during the year an average of 342, the number of normal students reaching in the whole 501, while in the San Francisco normal school for girls there was a class of 36. In public high schools there appear to have been 1,387 pupils for the year, besides 1,800 in partial courses; in the State university 177 collegiates; in the agricultural, mining, and mechanical department of the same, 142; in the 1 State special school, 113.

OREGON.

In Oregon, things seem to have gone well upon the whole; for, though without any apparently large advance, that which has been attained is proportionately great for a young country where the settlements are scattered and the large towns few. The report is of 3,886 more youth of school age (4-20) and of 2,572 more enrolled in public schools, though from some cause unexplained the average daily attendance fell off 2,240. There were 26 more men employed as teachers and 5 fewer women; 59 more schools of ordinary grade and 2 more of advanced grade; an increase of $137,803 in the value of school property, with some increase of the time the schools were taught; receipts for school purposes $10,951 beyond those of 1874–'75, and expenditures for these $29,058 beyond. The training of teachers has gone forward in an annual State teachers' institute held at the capital, and in nine district institutes held at as many points throughout the State. There are reported 17 schools of advanced grade, but no statement appears of the number of pupils in them. A State university, long wanted to complete and crown the school system, was to be opened in October, 1876, and is reported to be now in operation. In the Corvallis State Agricultural College were 57 preparatory students in 1876; in the institution for the deaf and dumb at Salem, 27 pupils; in that for the blind at the same place, 11.

NEVADA.

Nevada indicates an increase of 937 in youth of school age, (6–18,) of 439 in enrolment, of 546 in average daily attendance, of $3.71 in the average monthly pay of teachers, of $7,418 in the receipts for public schools, and of $1,462 in the expenditure upon them. There are no means yet for any special training of her teachers, nor is there a report of the number of the pupils in her 3 public high schools; but in her university 23 preparatory students were reported in 1876, while 5 special pupils are under training for the State in the institution for deaf-mutes and the blind at Oakland, California.

THE DISTRICT OF COLUMBIA.

The progress made in education in the District of Columbia deserves to be specially noted. It will be remembered by those who have observed my earlier reports that I had occasion to mention a board of education for the white schools of Washington City and a board for the white schools of the city of Georgetown, a board of education for the county schools, and a board for the colored schools of Washington and Georgetown. These boards are now substantially consolidated into one. The entire educational business proceeds, as might be expected, more systematically, affording the public better assurances of thorough and faithful administration in the employment of qualified teachers, in the selection of methods of instruction, and in the expenditures for the schools.

In 1872, when the trustees of the public schools of Georgetown were considering the proposition to erect in a central locality a building for their more advanced schools, it was suggested that the munificent but yet unused funds bequeathed to the city by the philanthropy of Mr. George Peabody and Mr. Edward Magruder Linthicum might be united to the money set apart for the building to their great mutual advantage. The Peabody fund, $15,000, was for the establishment of a general circulating library; and the Linthicum fund, $50,000, for the establishment of a free school for the education of indigent white boys, to be known as the Linthicum Institute of Georgetown. The board of trustees of the Linthicum Institute was making arrangements for active operations, when it received from the board of trustees of the public schools of Georgetown, through J. Ormond Wilson, esq., superintendent, overtures for the location of

the institute in the public school building, the erection of which was then under consideration. It was offered to set apart a room in the building, free of rent, for the use of the Linthicum Institute; a similar proposition was made to the trustees of the Peabody Library; the rooms to be so arranged as to leave each institution under the exclusive control of its trustees. These overtures were favorably received, and it was finally stipulated that in consideration of a loan of $40,000 by the institute to the public school board, secured by a lien or mortgage on the school property, suitable accommodations for the use of the institute should be provided in the projected school building. "The institute and the Peabody Library are already most valuable adjuncts to the public schools of Georgetown. As separate, independent institutions, in all probability they would have accomplished but little; united with the public schools, so that no part of their funds need be expended for buildings or rents, their annual income can be applied almost exclusively to direct educational work. In organizing the library, special reference has been and will be had to the wants of teachers and pupils; and the institute is an industrial night school for boys who are obliged to work during the day."

The introduction of drawing has already been fully vindicated in the judgment of the public. There has also been established a normal school for the training of young ladies as teachers. The supervision of the schools is steadily growing in efficiency.

Schools still suffer from a lack of well adapted houses, and are specially lacking in the provision of high school privileges. A very large proportion of those resident here are in the Government service; there is occasionally an energetic effort to permit only one of a family to be employed by the Government, and this effort is doubtless effectual in preventing such employment in general. Therefore the thousands of boys and girls belonging to these families, when they attain a proper age either to attend high school or to go into some business, are specially exposed to the temptations inseparable from idleness. The several colleges and professional schools in the District afford ample privileges for superior and professional instruction, but the lack of high school privileges prevents the preparation of many of these young persons for admission to college, and therefore deprives them of collegiate instruction.

No city in the country, perhaps, affords so many incidental opportunities for instruction or the acquisition of valuable knowledge as Washington. Here are gathered the experts in the employ of the Government in various departments of science and the arts. They are advancing on the very front line of their several specialties. They have about them more or less abundant material for illustration. No library in this country is able to aid students better than the Congressional Library. Nowhere else can they find better opportunities for the study of astronomy, of mathematics, of archæology, of engineering, and all its various branches, of chemistry, of geology, and of many other branches.

The comprehensive philosophical treatment of all these opportunities for instruction would add greatly to the intelligence of the National Capital, and afford advanced students advantages in many subjects not possible elsewhere in the country.

PEABODY FUND.

Nothing in the century of our history just closing, indeed nothing in human history, parallels George Peabody's aid to education in the Southern States, whether we consider the amounts bestowed or the methods in which the great trust is administered. Its operations commenced early after a great civil war. They aimed to secure not merely individual education, but the establishment of State educational systems by local action among a people who had little experience of common schools and little knowledge of their administration or their benefits. The task undertaken was one of the most delicate, the object aimed at most comprehensive and honorable. The following table, compiled from the reports of Dr. Barnas Sears, agent of the board of trustees, indicates by States and years the disbursements:

Table showing the amount and disposition of the sums disbursed from the Peabody Fund from 1868 *to* 1876, *inclusive.*

	Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Tennessee.	West Virginia.	Total.
1868	$4,750	$2,700	$3,350	$3,562	.....	$1,000	$1,338	$8,700	.....	.....	$4,800	.....	$35,400
1869	12,700	6,350	7,800	9,000	$1,850	5,700	9,000	10,500	.....	$4,300	11,900	$10,900	90,000
1870	10,300	7,650	3,050	6,000	6,950	5,950	5,600	5,000	$1,000	11,050	15,050	13,000	90,600
1871	15,950	8,750	2,500	3,800	6,550	5,800	3,250	12,400	.....	9,200	22,650	9,150	100,000
1872	29,700	8,250	500	6,000	6,200	9,900	4,550	11,500	.....	22,250	23,250	17,900	130,000
1873	36,700	9,750	1,500	13,750	7,700	6,000	6,800	.....	.....	11,400	27,800	15,750	137,150
1874	31,750	14,300	200	6,500	9,900	9,700	6,700	2,750	1,000	3,600	33,100	15,100	134,600
1875	23,350	16,900	100	9,750	1,800	2,200	5,400	1,000	1,350	1,500	27,150	10,500	101,000
1876	17,800	8,050	4,150	3,700	1,000	5,500	9,950	2,000	4,450	1,000	10,100	8,600	76,300
Total	183,000	82,700	23,350	57,062	41,950	51,750	52,588	53,850	7,800	54,300	175,800	100,900	895,050

Great* as these sums are, much good as their use for personal culture would have accomplished in promoting general education, it can hardly be doubted by any fair minded observer that the methods by which the sums have been bestowed have increased their beneficial results tenfold.

CITY SCHOOLS.

Instead of the 177 cities which reported last year, there is presented herewith a summary of the returns from 192 cities having each over 7,500 inhabitants.

* Mr. Peabody's gifts to education and charity will never be fully known. So far as ascertained from authentic sources they were as follows. Of the total amount given, $5,522,500, the sum of $4,038,500 was in money.

For a church building	$100,000
United States Sanitary Commission	110,000
Museums, libraries, colleges, &c	1,813,500
Southern education fund	2,000,000
Southern education fund, Florida bonds, face value	384,000
Southern education fund, Mississippi bonds, face value	1,100,000
For arranging American exhibit in the World's Fair of 1851	15,000
Total	5,522,500

TABLE II.—*Summary of school statistics of*

Number.	Cities.	Estimated present population.	Legal school ages.	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	Little Rock, Ark	18,000	6–21	5,300	5	.....	27	170	1,500	1,100
2	San Francisco, Cal	272,345	5–17	46,238	56	.....	525	211	34,029	22,594
3	San José, Cal	16,000	5–17	3,074	9	.....	42	198	2,374	2,256
4	Stockton, Cal	15,000	5–17	3,327	9	1,740	32	196	2,800	2,300
5	Denver, Colo *c*	20,000	6–21	3,000	.....	1,530	34	185	1,988	1,209
6	Bridgeport, Conn	25,000	4–16	5,864	16	4,007	84	205	3,810	.....
7	Greenwich, Conn*	8,000	4–16	1,937	19	2,300	25	200	1,546	696
8	Hartford, Conn	45,000	4–16	9,598	16	.....	151	197	7,057	.....
9	New Britain, Conn	12,000	4–16	3,176	10	2,250	40	198	2,516	1,735
10	New Haven, Conn	57,136	4–16	12,586	23	8,542	213	200	10,855	7,358
11	New London, Conn	10,000	4–16	2,076	10	1,665	40	200	2,086	1,314
12	Norwalk, Conn	13,000	4–16	3,254	12	3,200	49	203	2,873	1,900
13	Stamford, Conn*	11,000	4–16	2,469	16	.....	31	195	1,734	955
14	Wilmington, Del	40,000	6–21	.....	19	5,120	109	200	6,225	3,850
15	Atlanta, Ga	32,000	6–18	10,362	8	2,800	56	203	3,809	2,440
16	Augusta, Ga	20,000	6–18	4,912	14	.....	25	190	1,376	1,200
17	Columbus, Ga	9,000	6–18	2,463	7	985	19	168	1,172	856
18	Macon, Ga. *d*	21,285	6–18	6,839	18	.....	56	156	3,144	1,674
19	Savannah, Ga	*29,000	6–18	10,003	7	.....	61	180	3,431	2,729
20	Alton, Ill	12,000	6–21	2,995	6	1,077	21	198	1,183	869
21	Belleville, Ill	12,000	6–21	4,467	5	1,880	41	201	1,877	1,705
22	Bloomington, Ill	25,000	6–21	5,193	9	2,315	62	178	3,228	2,261
23	Chicago, Ill	*425,000	6–21	110,184	71	39,233	717	195	51,128	35,970
24	Decatur, Ill	12,000	6–21	2,595	6	1,731	30	177	1,868	1,356
25	Galesburgh, Ill	14,000	6–21	*3,572	7	1,950	32	190	1,811	1,747
26	Jacksonville, Ill	12,000	6–21	3,683	11	1,590	34	182	1,722	1,201
27	Joliet, Ill*	15,731	6–21	3,870	10	1,682	42	198	2,141	1,824
28	Peoria, Ill	30,000	6–21	7,223	10	2,898	64	196	4,104	2,659
29	Quincy, Ill	32,000	6–21	11,891	10	2,550	49	197	3,395	2,107
30	Rockford, Ill	15,000	6–21	5,971	10	2,000	50	195	2,500	2,000
31	Rock Island, Ill	12,000	6–21	3,554	5	1,760	32	177	1,973	1,384
32	Springfield, Ill	25,000	6–21	10,722	5	2,200	41	180	2,616	1,977
33	Fort Wayne, Ind	26,800	6–21	8,959	9	3,790	79	195	3,544	2,593
34	Indianapolis, Ind	100,000	6–21	21,255	26	10,587	205	195	12,132	8,697
35	Jeffersonville, Ind	9,500	6–21	2,544	5	.....	25	187	944	500
36	Lafayette, Ind	21,000	6–21	6,000	6	2,472	49	195	2,730	1,704
37	Logansport, Ind	15,000	6–21	3,775	13	1,460	32	196	1,896	1,233
38	Madison, Ind	12,500	6–21	4,652	6	.....	38	200	1,721	1,273
39	Richmond, Ind	15,000	6–21	3,891	7	1,718	41	188	1,680	1,440
40	South Bend, Ind	15,000	6–21	3,057	6	2,000	27	180	1,560	1,275

* From Report of Commissioner of Education for 1875.

a Assessed valuation.

b Between 5 and 17 years of age.

cities containing 7,500 inhabitants and over.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. 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	
500	*a*$5,626,312	$50,715	5	$39,613	.....	$17,300	$19,100	$14 40	.....	1
*b*5,646	*a*268,532,859	2,495,000	1.45	798,543	$161,666	499,807	867,107	24 61	$6 57	2
400	9,000,000	152,000	2	66,666	21,612	27,700	65,248	20 39	9 81	3
120	10,000,000	168,000	.....	61,302	1,511	32,359	41,602	14 46	2 97	4
200	22,000,000	196,500	6	66,432	21,608	25,447	67,928	21 04	13 14	5
400	17,000,000	144,000	3.25	70,363	.....	48,339	70,363	19 81	3 64	6
250	4,500,000	18,350	4	14,500	.....	13,099	14,024	18 82	1 32	7
1,337	*a*47,162,324	1,755,269	.....	180,723	9,118	106,258	166,009	.....	.....	8
97	*a*4,592,952	99,500	.....	37,059	12,700	19,695	40,601	12 00	3 50	9
1,535	75,105,952	512,900	1.5	240,778	850	130,672	164,452	23 48	5 87	10
45	10,000,000	115,000	3	25,664	670	17,398	25,395	.....	.....	11
100	9,000,000	111,000	.....	69,361	1,573	24,700	36,700	13 50	2 25	12
500	*a*7,761,513	.....	2.5	23,307	.....	.....	22,307	.....	.....	13
.....	25,694,032	265,338	2.5	91,220	5,458	43,339	90,057	11 72	5 24	14
400	14,000,000	95,500	3	48,074	.....	.....	47,174	17 60	1 70	15
300	.....	.....	.....	12,000	.....	.....	12,000	.....	.....	16
500	4,000,000	27,500	2.2	11,543	698	6,760	11,543	10 00	1 96	17
300	10,749,529	35,000	.....	26,316	.....	.....	25,821	13 69	1 68	18
.....	.....	110,000	.....	54,199	.....	.....	52,904	.....	.....	19
520	.....	72,500	.....	24,572	114	9,171	17,552	12 85	4 47	20
525	4,721,380	113,000	11.5	43,100	468	20,993	39,223	14 03	3 16	21
.....	10,166,078	230,471	13	74,305	4,823	21,556	70,302	11 72	3 77	22
27,637	500,000,000	2,571,026	4.63	849,794	94,403	569,336	829,429	16 39	3 39	23
200	6,143,102	101,382	8	36,906	389	15,328	31,123	12 71	3 60	24
.....	5,500,000	140,200	9	42,620	9,400	16,567	29,435	10 73	.....	25
900	5,798,637	160,350	10.8	60,762	20,205	19,100	60,539	17 06	3 77	26
657	.....	65,400	.....	24,925	2,842	.....	26,000	(17 09)		27
1,508	21,428,000	169,500	6.8	62,657	206	33,131	48,321	13 61	5 03	28
1,800	20,000,000	220,500	5	85,524	30,995	25,151	83,302	12 00	6 33	29
400	13,500,000	118,000	.....	28,400	0	23,000	34,800	.....	.....	30
548	9,600,000	105,300	6.5	27,270	.....	15,817	24,333	12 71	3 73	31
.....	.....	150,000	5	32,100	.....	24,954	33,751	13 73	3 64	32
2,200	12,750,000	203,750	4.6	95,416	20,412	34,705	72,725	16 15	4 10	33
2,100	80,608,000	857,768	2.7	357,519	68,995	122,529	287,731	17 38	6 66	34
.....	*a*2,500,000	57,100	.....	23,941	1,162	12,196	19,213	.....	.....	35
1,200	40,000,000	180,000	35	102,521	.....	26,266	43,905	14 75	7 82	36
700	9,000,000	175,500	3.5	31,336	5,811	13,349	31,336	12 41	4 00	37
276	*a*4,400,000	60,000	3	26,450	.....	.....	15,872	.....	.....	38
325	.....	72,700	.....	52,989	750	19,279	33,230	13 38	5 73	39
.....	.....	125,500	.....	37,432	1,258	10,378	20,098	9 08	5 69	40

c The statistics are for five-sixths of the city only; it not being all included in one school system.
d Including Bibb County.
e Census of 1876.

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
41	Terre Haute, Ind	19,265	6-21	6,532	11	3,637	80	199	4,011	2,593
42	Burlington, Iowa	25,000	5-21	6,001	10	3,876	62	190	3,189	2,250
43	Council Bluffs, Iowa	*a*10,020	5-21	2,822	7	1,300	16	.....	1,200	.....
44	Davenport, Iowa	24,000	5-21	8,506	10	3,808	77	189	4,494	2,998
45	Des Moines, (w. side,) Ia	12,000	5-21	3,191	4	1,990	33	187	1,931	1,246
46	Dubuque, Iowa	*24,000	5-21	8,896	11	.....	73	.....	2,867	2,365
47	Atchison, Kans	14,000	5-21	2,725	5	.....	21	180	1,258	1,109
48	Lawrence, Kans	*a*8,320	5-21	1,869	12	1,430	28	167	1,282	1,185
49	Leavenworth, Kans	*a*17,873	5-21	5,669	.....	.....	40	198	2,048	1,942
50	Covington, Ky	33,000	6-20	10,451	5	3,359	63	213	3,244	.....
51	Lexington, Ky	20,000	*c*6-20	5,115	9	.....	30	*d*185	1,830	.....
52	Louisville, Ky	125,000	6-20	*e*45,000	27	.....	329	202	17,533	11,951
53	Newport, Ky	18,500	6-20	.....	.....	.....	41	200	2,674	2,069
54	New Orleans, La	195,000	6-21	69,093	.....	.....	439	190	25,412	15,024
55	Bangor, Me	18,500	4-21	5,324	21	4,500	62	218	3,125	2,500
56	Biddeford, Me	12,000	4-21	3,500	21	2,050	36	195	1,500	.....
57	Lewiston, Me	20,000	4-21	6,479	29	3,080	67	184	3,560	2,056
58	Portland, Me	36,000	4-21	10,634	15	6,000	106	238	5,552	4,393
59	Baltimore, Md	302,839	6-18	69,303	.....	.....	731	.....	31,404	24,381
60	Adams, Mass	15,700	5-15	3,322	.....	.....	52	189	3,178	.....
61	Boston, Mass	*f*341,919	5-15	58,636	146	56,111	1,306	224	55,417	42,645
62	Cambridge, Mass	*f*47,838	5-15	8,218	26	8,750	219	233	9,523	6,491
63	Chicopee, Mass	10,000	5-15	1,970	11	1,400	30	.....	1,147	891
64	Fall River, Mass	45,160	5-15	7,900	30	6,856	127	192	7,537	4,159
65	Fitchburg, Mass	12,000	5-15	2,228	20	2,700	63	192	2,469	1,883
66	Haverhill, Mass	*f*14,628	5-15	2,608	28	3,211	80	194	2,632	2,093
67	Holyoke, Mass	16,500	5-15	2,983	12	1,906	52	197	2,367	1,377
68	Lawrence, Mass*	35,000	5-15	5,648	22	4,185	112	194	5,631	3,550
69	Lowell, Mass	50,000	5-15	7,400	38	6,660	135	238	9,117	5,765
70	Lynn, Mass	33,600	5-15	5,924	32	5,960	111	....	5,500	4,264
71	Marlborough, Mass	*g*8,116	5-15	1,932	11	1,850	34	178	1,954	1,352
72	Milford, Mass	9,900	5-15	2,394	20	.....	41	178	2,745	.....
73	New Bedford, Mass	27,000	5-15	4,002	21	4,000	105	203	3,822	3,622
74	Newburyport, Mass	13,000	5-15	2,743	20	2,689	62	255	2,218	1,859
75	Newton, Mass	16,350	5-15	2,853	16	3,400	74	196	3,194	.....
76	Pittsfield, Mass	12,255	5-15	2,558	.....	2,269	54	176	2,070	.....
77	Salem, Mass	*26,000	5-15	4,430	17	4,307	103	200	4,794	3,284
78	Springfield, Mass	32,800	5-15	5,408	29	5,832	141	198	6,267	4,346
79	Taunton, Mass	20,429	5-15	3,632	33	4,031	92	190	4,043	2,990

* From Report of Commissioner of Education for 1875.

a Census of 1870.

b Assessed valuation.

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

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. 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	
500	$20,000,000	$216,500	2.8	$107,705	$8,339	$44,326	$83,084	$18 10	$4 42	41
1,000	12,872,607	134,000	6	93,032	5,523	33,208	53,176	15 64	5 08	42
.....	.....	.....	.....	50,252	1,875	16,589	30,663	.....	.....	43
.....	16,000,000	266,000	12	105,782	351	49,884	68,670	19 07	4 15	44
300	7,705,925	220,100	15	51,392	584	21,343	57,789	17 12	6 64	45
.....	.....	.....	6.5	54,075	.....	33,230	45,987	.....	.....	46
175	3,641,975	73,100	9	26,690	754	7,770	20,077	8 35	9 06	47
.....	.....	106,500	9	32,027	26	12,081	32,027	11 45	3 65	48
822	*b*4,367,544	203,512	10	55,070	3,098	23,881	53,031	12 29	3 00	49
1,600	*b*15,000,000	203,800	2.5	70,776	0	37,543	49,525	17 32	.....	50
.....	5,143,610	.....	1.5	.....	.....	.....	.....	.....	.....	51
.....	*b*71,849,772	833,390	4.5	274,132	13,023	166,591	285,302	16 46	6 32	52
.....	*b*7,000,000	.....	2	40,919	.....	.....	40,509	12 04	.....	53
14,235	*b*124,582,102	726,950	.....	459,001	.....	329,163	438,468	21 90	5 12	54
300	15,000,000	190,500	4	39,741	.....	29,518	39,832	11 80	3 23	55
150	12,000,000	49,000	.....	18,746	1,000	13,096	18,546	.....	.....	56
100	11,873,558	168,700	4	35,688	.....	25,812	44,169	13 27	5 43	57
1,298	40,000,000	376,000	2.68	83,155	300	57,350	83,155	13 51	4 77	58
14,559	.....	.....	.....	629,832	116,978	447,122	677,986	.....	.....	59
0	*b*6,150,000	160,000	4.47	.....	.....	.....	.....	.....	.....	60
.....	*b*748,878,100	8,560,000	2.21	2,036,067	307,094	1,228,338	2,015,580	25 94	10 21	61
1,187	*b*62,636,453	619,589	3.3	210,538	3,763	162,199	210,538	19 89	5 50	62
600	.....	.....	.....	.....	.....	.....	.....	.....	.....	63
1,000	*b*51,401,467	1,230,000	1.8	97,101	5,500	82,543	107,883	19 84	4 77	64
40	*b*11,714,888	193,424	3.15	36,748	.....	30,752	42,070	12 73	5 25	65
40	12,500,000	284,500	5.13	53,507	.....	42,354	54,652	19 89	5 40	66
1,100	18,488,000	150,360	2.74	28,677	1,047	18,593	25,202	14 73	2 89	67
1,200	30,000,000	266,000	3.9	90,799	20,023	54,359	90,697	16 58	3 36	68
500	49,000,000	452,800	3.1	139,823	14,175	97,010	137,317	17 79	4 13	69
150	*b*25,937,431	466,300	4.25	111,581	8,433	70,198	110,481	16 68	5 25	70
51	*b*3,493,060	59,500	6	18,424	.....	14,548	18,429	11 00	2 46	71
.....	*b*6,000,000	.....	36	22,968	.....	16,098	22,188	.....	.....	72
350	34,850,000	282,000	3.66	85,825	92,500	60,000	182,775	14 50	4 50	73
80	9,000,000	105,100	3.33	35,450	.....	25,960	35,450	14 40	2 41	74
.....	28,200,965	428,400	3.14	92,890	.....	63,962	86,533	27 41	8 08	75
191	8,177,606	61,400	2.3	20,366	18,084	20,460	45,343	.....	.....	76
725	27,216,000	341,500	2.1	82,786	1,493	58,061	82,786	21 38	6 29	77
280	*b*35,109,456	554,583	3	114,332	2,053	86,033	112,170	19 61	4 69	78
193	*b*25,000,000	216,808	3	51,590	865	.....	21,209	13 92	4 67	79

d For white schools; for colored schools, 120 days.
e Estimated.
f Census of 1875.
g Census of 1876.

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
80	Weymouth, Mass	9,819	5-15	1,936	21	2,128	44	196	1,931	1,653
81	Woburn, Mass	10,000	5-15	2,091	14	2,410	42	200	1,977	1,498
82	Worcester, Mass	50,000	5-15	8,801	34	8,496	192	201	9,936	6,926
83	Adrian, Mich	10,000	5-20	2,824	5	1,600	29	193	1,449	939
84	Bay City, Mich	17,500	5-21	4,014	7	2,500	38	196	2,659	1,566
85	Detroit, Mich	110,000	5-20	34,593	26	11,131	221	193	13,739	8,759
86	East Saginaw, Mich	17,000	5-20	5,155	10	2,758	53	192	3,159	2,242
87	Grand Rapids, Mich	29,000	5-20	8,900	13	4,210	88	196	5,398	3,292
88	Saginaw, Mich	10,000	5-20	2,786	6	1,536	29	195	1,715	987
89	Minneapolis, Minn *b*	26,000	5-21	6,843	8	3,500	70	195	3,388	.....
90	St. Paul, Minn*	33,600	5-21	15,114	14	3,625	87	198	4,941	.....
91	Natchez, Miss	9,000	5-21	.....	4	750	12	90	591	.....
92	Vicksburg, Miss	11,000	5-18	3,400	4	1,200	24	187	1,545	950
93	Hannibal, Mo	12,500	6-20	3,241	7	1,625	28	176	1,957	1,272
94	Kansas City, Mo	40,000	6-20	7,126	9	3,600	58	176	4,262	2,550
95	St. Joseph, Mo	25,000	5-20	6,415	17	2,922	53	198	3,510	2,385
96	St. Louis, Mo	500,000	5-21	161,496	54	35,400	785	198	43,663	27,706
97	Omaha, Nebr	20,000	5-21	4,512	10	2,120	42	196	2,592	1,613
98	Manchester, N. H	28,000	5-15	5,500	23	3,500	78	190	4,567	.....
99	Nashua, N. H	11,800	5-16	2,137	16	2,420	47	190	1,678	1,493
100	Portsmouth, N. H	10,000	5-	1,572	13	.....	40	248	1,428	.....
101	Camden, N. J	40,000	5-18	10,842	11	5,500	103	190	5,270	4,039
102	Elizabeth, N. J	25,000	5-18	6,817	15	2,588	59	202	2,919	2,298
103	Jersey City, N. J	120,000	5-18	38,068	21	11,529	273	200	19,463	10,058
104	Newark, N. J	120,000	5-18	37,206	43	12,831	282	205	18,970	10,933
105	New Brunswick, N. J	18,000	5-21	4,956	6	2,370	42	207	2,455	1,638
106	Orange, N. J	11,000	5-18	3,256	5	1,151	30	200	1,462	941
107	Paterson, N. J	39,000	5-18	11,982	10	5,933	102	201	5,198	4,143
108	Trenton, N. J	*c*25,031	5-18	8,912	10	2,538	71	204	3,691	2,328
109	Auburn, N. Y	18,500	5-21	5,097	9	2,695	47	196	2,543	1,747
110	Binghamton, N. Y	16,500	5-21	4,509	8	2,368	54	207	3,187	2,129
111	Buffalo, N. Y	143,594	5-21	*f*40,000	42	14,000	420	203	20,240	13,220
112	Cohoes, N. Y	18,000	5-21	8,879	8	1,950	56	204	3,027	1,379
113	Elmira, N. Y	23,000	5-21	5,830	7	3,674	78	197	4,221	3,205
114	Ithaca, N. Y	10,058	5-21	2,407	11	1,497	31	196	1,769	1,158
115	Kingston, N. Y. *g*	8,000	5-21	2,940	5	1,427	28	207	1,604	1,159
116	Lockport, N. Y	13,000	5-21	4,185	7	2,280	42	201	2,801	1,675
117	Long Island City, N. Y.	17,000	4-21	5,077	5	.....	41	203	3,575	1,647
118	Newburgh, N. Y.	17,200	5-21	5,802	6	3,099	49	202	2,580	1,970
119	New York, N. Y.	1,200,000	4-21	*f*375,000	132	135,373	3,333	204	253,956	121,738

*From Report of Commissioner of Education for 1875.

a Includes cost of supervision.

b West Division.

c Assessed valuation.

statistics of cities, &c.—Continued.

Pupils.						Expenditures.			Average expenses per capita of daily av. att. 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	
20	$5,586,440	$115,000	4.18	$24,551	$11,982	$20,340	$40,068	$13 16	$3 68	80
100	8,756,893	202,500	4.11	41,060	9,225	22,750	42,025	16 38	5 50	81
1,325	64,297,863	883,127	3.1	149,592	4,005	114,190	149,593	16 96	4 05	82
500	5,014,605	151,500	14	36,952	1,343	11,844	34,112	14 79	2 14	83
400	10,309,050	145,000	24.24	50,796	10,106	17,590	45,111	12 37	4 49	84
5,000	92,582,100	735,192	5.7	277,329	72,581	*a*120,398	239,719	13 74	5 33	85
300	10,576,800	159,986	10.68	45,505	673	24,347	44,550	12 20	4 64	86
1,046	30,000,000	360,000	7.8	92,679	10,318	42,087	82,779	12 91	4 88	87
400	4,572,963	100,000	15.7	43,640	1,162	14,245	30,831	17 12	3 96	88
1,000	27,000,000	211,500	3	90,874	13,700	43,579	78,479	19 50	5 20	89
2,500	.....	300,000	.....	.....	27,000	52,700	108,600	21 00	.....	90
299	.....	.....	.....	.....	.....	.....	.....	.....	.....	91
300	5,000,000	32,500	4	18,305	.....	16,259	19,642	17 74	2 82	92
350	5,547,312	39,500	6	18,684	750	14,497	18,851	11 30	2 55	93
.....	*c*7,000,000	212,600	4	87,262	.....	38,410	87,421	15 06	9 30	94
825	12,000,000	118,696	7	67,301	1,673	33,496	64,112	10 22	3 31	95
23,130	250,499,490	2,467,894	5	1,085,402	34,268	502,442	*d*1,010,615	19 62	5 72	96
137	25,000,000	430,475	4.5	116,308	17,824	30,235	81,468	21 56	8 57	97
1,531	20,422,464	286,000	3.5	52,323	.....	39,104	56,821	16 77	7 11	98
140	6,800,600	288,600	.....	32,978	.....	24,489	32,555	16 42	4 74	99
80	10,500,000	80,600	2.75	24,308	513	20,258	27,729	.....	.....	100
1,200	27,000,000	.....	4	86,750	2,859	48,053	86,362	12 16	5 07	101
1,800	30,000,000	116,500	2.68	43,624	.....	29,635	41,985	13 10	4 97	102
8,000	80,000,000	716,363	.....	223,514	11,932	162,000	225,932	19 88	.....	103
7,378	160,396,666	1,015,000	2	217,037	1,000	131,079	208,032	16 00	4 23	104
1,183	13,343,470	155,150	4	85,610	48,519	17,820	85,610	13 17	4 20	105
675	15,600,000	180,000	2	22,747	.....	12,926	20,367	17 47	4 16	106
1,500	34,994,919	245,313	1.69	93,073	20,050	50,984	92,621	13 12	4 85	107
2,500	*c*12,705,307	141,918	2	74,792	22,361	34,463	70,486	15 87	4 78	108
1,200	11,525,860	121,000	2.25	47,240	540	24,410	32,985	14 80	3 73	109
507	10,015,775	223,753	3.1	48,734	1,923	27,436	39,770	12 35	2 40	110
10,000	.....	870,000	....	282,820	.....	.....	306,000	23 40	.....	111
400	18,488,340	98,500	7.39	68,279	5,997	21,056	33,789	15 27	4 88	112
168	13,816,468	299,000	1.8	145,353	25,393	40,810	96,270	14 76	4 72	113
100	5,500,000	61,800	5.6	27,929	4,468	14,954	27,391	14 64	5 32	114
300	10,000,000	147,500	12.6	31,782	593	18,993	31,567	16 38	5 46	115
500	10,000,000	102,000	4	47,534	9,781	20,260	38,630	12 93	4 30	116
264	22,000,000	42,300	7.5	37,928	3,775	24,113	35,473	14 94	4 29	117
750	11,821,025	191,000	3.4	55,925	4,958	26,603	55,925	14 52	11 35	118
65,000	*c*1,111,054,333	10,450,000	4.5	4,213,925	484,730	2,313,063	3,948,100	21 99	5 64	119

d Includes $19,447 invested in interest bearing bonds.

e Census of 1875.

f Estimated.

g The statistics are for the "Kingston school district" only.

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	Ogdensburgh, N. Y	11,000	5–21	3,963	9	.....	30	196	1,764	.....
121	Oswego, N. Y	*22,455	5–21	8,928	14	4,322	69	197	3,917	2,732
122	Poughkeepsie, N. Y	20,300	5–21	6,021	9	2,765	58	201	3,805	2,405
123	Rochester, N. Y	84,673	5–21	32,293	26	9,202	215	203	11,601	7,011
124	Rome, N. Y	13,000	5–21	3,305	7	1,501	29	192	2,103	1,174
125	Saratoga Springs, N. Y	9,000	5–21	2,262	13	1,774	27	200	1,616	1,054
126	Schenectady, N. Y	13,000	5–21	4,430	.....	1,740	31	202	2,183	1,493
127	Syracuse, N. Y	55,000	5–21	15,969	19	8,026	197	197	8,820	6,228
128	Troy, N. Y	50,000	5–21	b17,900	15	.....	141	204	9,282	5,474
129	Utica, N. Y	35,000	5–21	9,776	17	4,194	92	196	4,776	3,187
130	Watertown, N. Y	11,000	5–21	3,123	8	2,080	42	191	2,015	1,267
131	Yonkers, N. Y	18,000	5–21	13,130	6	1,645	48	189	3,195	1,660
132	Akron, Ohio	16,000	6–21	3,964	13	2,358	46	194	2,545	1,933
133	Canton, Ohio	11,000	6–21	3,348	6	1,500	36	188	1,849	1,201
134	Chillicothe, Ohio*	12,000	6–21	3,344	4	1,650	41	185	1,790	1,296
135	Cincinnati, Ohio	267,000	6–21	88,842	40	28,634	574	208	30,000	22,423
136	Cleveland, Ohio	138,044	6–21	43,342	42	17,987	332	190	21,296	14,213
137	Columbus, Ohio	44,799	6–21	12,686	26	6,197	126	192	6,797	5,082
138	Dayton, Ohio	35,000	6–21	11,253	12	5,730	107	197	5,246	3,769
139	Hamilton, Ohio	13,000	6–21	5,639	5	1,734	30	200	1,709	1,242
140	Mansfield, Ohio	9,500	6–21	2,745	5	1,792	31	180	1,711	1,298
141	Newark, Ohio	12,000	6–21	3,523	6	.....	36	184	1,716	1,168
142	Portsmouth, Ohio	14,000	6–21	3,894	7	2,100	38	199	2,059	1,437
143	Sandusky, Ohio	18,000	6–21	6,369	12	2,130	45	193	2,657	1,875
144	Springfield, Ohio	20,000	6–21	5,102	6	2,645	47	184	2,590	1,796
145	Steubenville, Ohio	13,500	6–21	5,036	7	1,843	36	197	2,263	1,645
146	Toledo, Ohio	50,000	6–21	14,043	23	6,500	126	198	7,255	4,146
147	Zanesville, Ohio	18,000	6–21	5,411	18	3,150	64	195	2,946	2,118
148	Portland, Oreg	13,000	4–20	2,911	4	.....	32	198½	1,870	1,288
149	Allegheny, Pa	65,000	*6–18	.....	15	9,200	196	200	11,980	7,460
150	Allentown, Pa	18,000	6–21	4,600	8	4,000	55	197	3,537	2,211
151	Altoona, Pa	15,000	6–21	2,954	14	.....	39	189	2,254	1,984
152	Carbondale, Pa	10,000	6–21	3,600	7	1,525	20	175	1,965	1,041
153	Chester, Pa	14,000	6–21	3,300	11	.....	39	190	2,127	1,507
154	Danville, Pa	7,000	6–21	.....	9	1,700	26	157	1,679	1,127
155	Erie, Pa	27,000	6–21	8,402	16	3,126	78	192	4,267	2,627
156	Harrisburgh, Pa	28,000	6–21	.....	21	5,006	95	200	4,152	3,342
157	Lancaster, Pa	23,000	6–21	*4,200	21	.....	66	205	2,813	2,297
158	Norristown, Pa	15,000	6–21	.....	5	2,090	40	202½	2,303	1,400
159	Philadelphia, Pa	*750,000	.....	.....	184	.....	1,933	240	99,291	84,559

* From Report of Commissioner of Education for 1875.

a Assessed valuation.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. 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	
1,100	.....	$53,914	4	$18,202	$225	$9,620	$13,714	.....	.....	120
1,313	*a*$7,033,067	153,230	7	74,146	12,588	35,747	71,018	$13 08	$8 30	121
586	24,000,000	117,900	9	54,367	2,194	23,801	34,998	9 89	3 74	122
6,852	55,664,970	526,500	2.3	214,354	30,988	114,107	187,807	16 63	5 73	123
450	5,433,534	61,600	2.2	23,172	5,417	12,366	22,475	12 22	2 27	124
223	18,546,976	55,400	10	45,796	2,240	16,263	26,634	18 41	8 22	125
500	.....	75,500	.....	27,359	3,042	14,616	26,092	10 62	4 13	126
1,742	36,456,691	731,000	2.6	185,413	4,513	99,606	134,534	16 31	3 90	127
2,000	46,689,702	120,000	4.3	144,310	17,317	76,341	124,698	13 94	5 67	128
1,600	30,621,000	416,550	7	91,686	11,075	46,979	72,896	15 50	3 87	129
150	12,500,000	80,145	3.15	31,853	1,671	17,069	31,854	15 13	6 11	130
741	*a*21,034,161	209,600	2.1	60,101	6,191	42,819	56,841	.....	.....	131
400	*a*7,544,633	165,000	6	59,084	1,996	22,602	39,728	13 32	4 92	132
700	8,000,000	122,800	7	77,423	24,487	17,639	66,092	16 18	2 03	133
411	6,000,000	150,000	6	61,867	5,050	18,930	48,358	17 10	6 87	134
16,276	350,000,000	1,782,650	3	*c*895,471	165,736	450,245	743,886	20 80	3 50	135
8,938	220,686,711	1,473,654	4.5	595,288	89,875	224,452	410,846	16 74	5 84	136
1,258	43,435,000	561,343	4.6	249,064	25,023	85,244	162,260	17 75	6 80	137
1,994	29,000,000	338,950	5.5	204,252	42,874	75,887	153,790	21 32	5 84	138
962	6,700,000	149,000	4.25	60,356	3,000	18,390	46,172	16 58	5 55	139
150	.....	192,000	5	34,850	5,300	14,950	32,520	13 18	2 10	140
280	*a*3,890,000	86,300	7	48,965	17,452	14,093	38,812	13 60	.....	141
220	*a*5,453,816	151,630	5.5	59,183	9,690	18,869	48,007	14 38	2 71	142
985	8,647,688	208,500	7	62,140	10,706	21,981	55,865	13 05	4 26	143
583	.....	200,000	4.5	83,876	32,847	24,658	74,844	14 73	4 86	144
375	6,500,000	108,700	5.25	61,190	.....	17,237	39,405	11 65	4 52	145
2,000	*a*20,365,755	760,000	7	201,333	14,983	70,727	152,710	17 30	5 40	146
500	12,000,000	171,000	5	58,352	5,714	34,125	52,709	18 06	4 13	147
612	*a*10,582,747	72,450	2	43,464	1,505	26,024	37,727	22 69	7 83	148
3,300	55,020,811	984,000	4	286,159	47,844	93,449	284,108	14 75	5 64	149
500	15,000,000	400,000	4.5	105,501	1,743	22,085	34,657	10 60	4 28	150
700	6,300,000	70,000	10	35,159	4,366	16,664	36,906	8 90	3 82	151
180	2,571,845	32,000	4	15,031	2,535	7,819	14,941	7 89	2 01	152
200	9,186,717	100,610	4	53,279	9,472	17,478	53,279	11 76	4 14	153
125	3,600,000	75,000	14	17,088	.....	7,347	16,664	6 51	2 01	154
1,300	22,439,977	299,820	4.5	97,043	17,445	31,248	80,599	12 73	5 22	155
500	18,000,000	409,218	13	78,630	9,880	48,182	83,381	14 87	4 04	156
810	13,194,298	82,000	2.5	87,217	39,021	24,637	71,243	.....	.....	157
.....	.....	94,881	7.5	36,420	755	18,648	35,029	13 84	4 70	158
.....	.....	6,040,038	.....	.....	302,529	1,074,834	1,991,364	12 71	7 26	159

b Estimated.

c Includes special library fund.

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	Pittsburgh, Pa	130,000	6–21	.....	53	18,000	435	200	21,488	14,501
161	Pottsville, Pa	15,000	6–21	4,525	8	2,630	55	200	2,199	1,976
162	Reading, Pa	40,130	6–21	.....	20	6,650	133	195	6,252	4,990
163	Scranton, (4th dist.,) Pa	18,000	6–21	.....	10	2,750	61	....	3,816	2,076
164	Titusville, Pa	11,000	6–21	2,700	4	1,364	29	196	1,650	1,177
165	Wilkesbarre,3d dist.,Pa	15,000	6–21	.....	4	1,394	29	188	1,604	.....
166	Williamsport, Pa	19,000	6–21	.....	17	3,320	61	164	3,518	2,958
167	York, Pa	14,000	6–21	.....	9	2,170	37	.....	2,382	1,733
168	Newport, R. I	*b*14,023	5–16	2,807	10	2,266	51	195	2,116	1,802
169	Providence, R. I	*b*100,675	5–16	19,177	28	.....	284	196	13,240	.....
170	Warwick, R. I	11,000	4–16	2,800	17	.....	28	196	1,882	1,283
171	Woonsocket, R. I	14,000	5–16	3,236	11	1,564	33	194	1,991	1,203
172	Chattanooga, Tenn	*12,000	6–18	2,317	8	.....	25	179	1,630	.....
173	Knoxville, Tenn	13,000	6–18	2,000	4	959	24	190	1,500	849
174	Memphis, Tenn	*d*40,226	6–20	10,062	7	3,360	56	182	2,808	.....
175	Nashville, Tenn	27,500	6–18	9,114	8	3,645	74	200	4,159	2,943
176	Houston, Tex	27,000	6–18	*e*4,000	.....	.....	.....	.....	2,000	.....
177	Burlington, Vt	15,000	5–20	3,207	8	.....	30	194	1,250	.....
178	Rutland, Vt	7,000	5–20	1,513	5	.....	20	195	675	.....
179	Alexandria, Va	16,000	5–21	4,447	4	1,150	18	202	1,137	774
180	Lynchburgh, Va	14,000	5–21	4,093	7	*e*975	25	192	1,325	781
181	Norfolk, Va	25,000	5–21	6,244	5	1,192	24	202	1,344	915
182	Portsmouth, Va	10,500	5–21	3,399	.....	.....	13	204	820	479
183	Richmond, Va	73,000	5–21	20,754	15	5,443	125	206	5,239	4,410
184	Wheeling, W. Va	30,000	6–21	9,501	8	4,528	103	196	5,167	3,224
185	Fond du Lac, Wis	16,000	4–20	5,658	18	2,988	49	198	3,084	1,758
186	Janesville, Wis. *	*d*8,789	4–20	3,571	5	1,482	30	195	1,750	.....
187	La Crosse, Wis	13,150	4–20	3,655	8	1,614	33	193	1,993	1,870
188	Madison, Wis	10,000	5–20	3,766	9	.....	30	179	1,800	.....
189	Milwaukee, Wis. *	*b*100,775	4–20	33,919	20	.....	190	197	12,745	7,548
190	Racine, Wis	16,000	4–20	4,794	7	1,850	38	200	2,262	1,587
191	Georgetown, D. C. *g*	106,000	6–17	19,489	48	10,087	184	191	12,083	9,344
192	Washington, D. C. *g*									
	Total	9,128,955	.....	2,205,007	2,997	821,650	23,504	.....	1,343,487	835,255

* From Report of Commissioner of Education for 1875.
a Includes pay of janitors.
b Census of 1875.
c Assessed valuation.
d Census of 1870.

statistics of cities, &c. — Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. 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	
11,060	$175,000,000	$1,900,000	3.5	$546,849	$14,136	$216,776	$433,065	$16 00	$10 00	160
100	12,000,000	192,000	6.5	73,739	22,482	23,602	68,470	11 94	5 67	161
....	23,320,994	350,000	3	124,420	3,500	51,529	119,403	10 30	4 10	162
850	10,900,000	180,000	20	67,363	.....	29,399	61,126	14 16	6 07	163
300	6,200,000	107,900	15	46,535	3,591	14,315	43,147	13 69	6 79	164
700	14,000,000	139,700	15	37,570	.....	*a*18,534	34,203	.....	.....	165
387	9,000,000	155,700	15	50,998	.....	22,485	45,920	.....	.....	166
275	8,000,000	125,000	3	32,615	1,923	17,943	32,582	10 35	3 36	167
656	*c*29,980,200	203,406	1.13	63,675	19,500	29,140	63,675	17 42	6 00	168
4,141	.....	.....	.....	.....	101,500	182,149	315,960	.....	.....	169
.....	10,621,300	.....	.....	11,509	.....	11,209	11,439	8 91	.....	170
643	12,000,000	125,432	1.5	19,659	33,000	.....	52,677	14 03	1 56	171
250	*c*3,971,376	16,363	4.5	16,960	140	12,103	17,620	15 21	2 32	172
350	4,237,824	28,100	.....	13,222	.....	9,251	13,124	12 05	3 15	173
4,000	25,000,000	199,300	1	61,431	.....	40,000	49,000	13 33	5 00	174
500	13,306,200	169,000	4.25	62,761	303	51,984	81,291	19 53	3 10	175
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	176
.....	6,000,000	87,775	5	20,001	216	15,056	19,042	.....	.....	177
300	4,000,000	2,500	4	9,400	.....	8,160	10,873	.....	.....	178
725	4,492,892	49,400	2.3	12,915	582	7,915	11,514	10 54	4 51	179
.....	*c*7,261,353	34,000	1.65	18,951	189	13,049	18,352	17 98	5 27	180
1,052	*c*13,458,421	50,000	8.03	22,603	345	14,200	19,411	16 67	4 27	181
.....	3,144,871	10,000	2	11,189	.....	6,200	8,683	14 19	3 93	182
3,825	41,931,118	243,771	.....	76,658	4,632	47,129	76,668	13 71	2 61	183
1,865	*c*14,885,515	236,679	4	83,783	30,240	39,141	79,896	12 14	3 26	184
.....	6,000,000	124,656	6.5	32,269	4,875	19,405	32,114	11 63	.....	185
500	4,000,000	108,500	4	18,999	0	10,350	17,020	9 11	3 97	186
500	4,700,000	78,000	17	25,853	500	.....	22,530	9 50	2 75	187
600	.....	121,000	4	*f*26,672	250	15,105	28,713	.....	.....	188
9,269	*c*52,585,664	448,035	1.85	217,657	586	129,805	157,645	17 19	3 67	189
480	10,000,000	74,500	6.3	29,885	1,070	18,373	23,397	11 80	2 60	190
6,760	84,600,000	826,052	2.1	203,296	31,785	134,276	*h*350,273	15 11	7 79	191 192
352,264	6,808,057,159	77,128,654	.....	24,503,025	3,257,205	13,984,023	25,016,526	.....	.....	

e Estimated.
f Receipts as reported were $33,184; but the items given amount to $26,672 only.
g The statistics are for white schools only.
h Includes $101,842 for colored schools.

TABLE II.—*Average expenses per capita of daily av. att. in city public schools.*

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Newton, Mass	$27 41	$8 08	Rochester, N. Y	$16 63	$5 73
Boston, Mass	25 94	10 21	Hamilton, Ohio	16 58	5 55
San Francisco, Cal	24 61	6 57	Lawrence, Mass	16 58	3 36
New Haven, Conn	23 48	5 87	Louisville, Ky	16 46	6 32
Buffalo, N. Y	23 40	.....	Nashua, N. H	16 42	4 74
Portland, Oreg	22 69	7 83	Chicago, Ill	16 39	3 39
New York, N. Y	21 99	5 64	Woburn, Mass	16 38	5 50
New Orleans, La	21 90	5 12	Kingston, N. Y	16 38	5 46
Omaha, Nebr	21 56	8 57	Syracuse, N. Y	16 31	3 90
Salem, Mass	21 38	6 29	Canton, Ohio	16 18	2 03
Dayton, Ohio	21 32	5 84	Fort Wayne, Ind	16 15	4 10
Denver, Colo	21 04	13 14	Pittsburg, Pa	16 00	10 00
St. Paul, Minn	21 00	.....	Newark, N. J	16 00	4 23
Cincinnati, Ohio	20 80	3 50	Trenton, N. J	15 87	4 78
San José, Cal	20 39	9 81	Burlington, Iowa	15 64	5 08
Cambridge, Mass	19 89	5 50	Utica, N. Y	15 50	3 87
Haverhill, Mass	19 89	5 40	Cohoes, N. Y	15 27	4 88
Jersey City, N. J	19 88	.....	Chattanooga, Tenn	15 21	2 32
Fall River, Mass	19 84	4 77	Watertown, N. Y	15 13	6 11
Bridgeport, Conn	19 81	3 64	Georgetown, D. C. / Washington, D. C.	15 11	7 79
St. Louis, Mo	19 62	5 72			
Springfield, Mass	19 61	4 69	Kansas City, Mo	15 06	9 30
Nashville, Tenn	19 53	3 10	Long Island City, N. Y	14 94	4 29
Minneapolis, (west division,) Minn	19 50	5 20	Harrisburg, Pa	14 87	4 04
Davenport, Iowa	19 07	4 15	Auburn, N. Y	14 80	3 73
Greenwich, Conn	18 82	1 32	Adrian, Mich	14 79	2 14
Saratoga Springs, N. Y	18 41	8 22	Elmira, N. Y	14 76	4 72
Terre Haute, Ind	18 10	4 42	Lafayette, Ind	14 75	7 82
Zanesville, Ohio	18 06	4 13	Allegheny, Pa	14 75	5 64
Lynchburg, Va	17 98	5 27	Springfield, Ohio	14 73	4 86
Lowell, Mass	17 79	4 13	Holyoke, Mass	14 73	2 89
Columbus, Ohio	17 75	6 80	Ithaca, N. Y	14 64	5 32
Vicksburg, Miss	17 74	2 82	Newburgh, N. Y	14 52	11 35
Atlanta, Ga	17 60	1 70	New Bedford, Mass	14 50	4 50
Orange, N. J	17 47	4 16	Stockton, Cal	14 46	2 97
Newport, R. I	17 42	6 00	Newburyport, Mass	14 40	2 41
Indianapolis, Ind	17 38	6 66	Little Rock, Ark	14 40	.....
Covington, Ky	17 32	.....	Portsmouth, Ohio	14 38	2 71
Toledo, Ohio	17 30	5 40	Portsmouth, Va	14 19	3 96
Milwaukee, Wis	17 19	3 67	Scranton, (fourth school dist.,) Pa	14 16	6 07
Des Moines, (west side,) Iowa	17 12	6 64	Belleville, Ill	14 03	3 16
Saginaw, Mich	17 12	3 96	Woonsocket, R. I	14 03	1 56
Chillicothe, Ohio	17 10	6 87	Troy, N. Y	13 94	5 67
Jacksonville, Ill	17 06	3 77	Taunton, Mass	13 92	4 67
Worcester, Mass	16 96	4 05	Norristown, Pa	13 84	4 70
Manchester, N. H	16 77	7 11	Detroit, Mich	13 74	5 33
Cleveland, Ohio	16 74	5 84	Springfield, Ill	13 73	3 64
Lynn, Mass	16 68	5 25	Richmond, Va	13 71	2 61
Norfolk, Va	16 67	4 27	Titusville, Pa	13 69	6 79

TABLE II.—*Average expenses per capita of daily av. att. in city public schools*—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Macon, Ga	$13 69	$1 68	Newport, Ky	$12 04	.....
Peoria, Ill	13 61	5 03	Quincy, Ill	12 00	$6 33
Newark, Ohio	13 60	.....	New Britain, Conn	12 00	3 50
Portland, Me	13 51	4 77	Pottsville, Pa	11 94	5 67
Norwalk, Conn	13 50	2 25	Bangor, Me	11 80	3 23
Richmond, Ind	13 38	5 73	Racine, Wis	11 80	2 60
Memphis, Tenn	13 33	5 00	Chester, Pa	11 76	4 14
Akron, Ohio	13 32	4 92	Wilmington, Del	11 72	5 24
Lewiston, Me	13 27	5 43	Bloomington, Ill	11 72	3 77
Mansfield, Ohio	13 18	2 10	Steubenville, Ohio	11 65	4 52
New Brunswick, N. J	13 17	4 20	Fond du Lac, Wis	11 63	.....
Weymouth, Mass	13 16	3 68	Lawrence, Kans	11 45	3 65
Paterson, N. J	13 12	4 85	Hannibal, Mo	11 30	2 55
Elizabeth, N. J	13 10	4 97	Marlborough, Mass	11 00	2 46
Oswego, N. Y	13 08	8 30	Galesburg, Ill	10 73	.....
Sandusky, Ohio	13 05	4 26	Schenectady, N. Y	10 62	4 13
Lockport, N. Y	12 93	4 30	Allentown, Pa	10 60	4 28
Grand Rapids, Mich	12 91	4 88	Alexandria, Va	10 54	4 51
Alton, Ill	12 85	4 47	York, Pa	10 35	3 36
Fitchburg, Mass	12 73	5 25	Reading, Pa	10 30	4 10
Erie, Pa	12 73	5 22	St. Joseph, Mo	10 22	3 31
Philadelphia, Pa	12 71	7 26	Columbus, Ga	10 00	1 96
Rock Island, Ill	12 71	3 73	Poughkeepsie, N. Y	9 89	3 74
Decatur, Ill	12 71	3 60	La Crosse, Wis	9 50	2 75
Logansport, Ind	12 41	4 00	Janesville, Wis	9 11	3 97
Bay City, Mich	12 37	4 49	South Bend, Ind	9 08	5 69
Binghamton, N. Y	12 35	2 40	Warwick, R. I	8 91	.....
Leavenworth, Kans	12 29	3 00	Altoona, Pa	8 90	3 82
Rome, N. Y	12 22	2 27	Atchison, Kans	8 35	9 06
East Saginaw, Mich	12 20	4 64	Carbondale, Pa	7 89	2 01
Camden, N. J	12 16	5 07	Danville, Pa	6 51	2 01
Wheeling, W. Va	12 14	3 26	Joliet, Ill	(17 09)	
Knoxville, Tenn	12 05	3 15			

The reports of cities increase in interest from year to year. One hundred and ninety-two cities make returns and are included in this table against 177 for 1875. The embarrassments in the study of these statistics, arising from lack of school census, diversity of school age and other peculiarities of methods noted in connection with State systems, obtain here. But in spite of all these, it is manifest that efficient administration of instruction in municipalities is rapidly increasing.

In the organization of our city systems of education we have aimed directly at the results of the teacher's work on the individual pupil in the several grades, and there has been very generally remarkable success in the last quarter of a century. Some of the greatest excellences of American education are found in these systems, but we are reaching a point in their administration where various questions are arising which suggest a careful revision of the whole field of public school education in our great centres of population. Indeed the general administration of municipal affairs in our popular form of government is starting some of the most serious problems of statesman-

ship. The teacher and educator should not be behind in those which relate especially to their sphere of responsibility. They must take into consideration the entire school population, and leave no untaught classes or individuals from which, without let or hindrance, the ranks of pauperism, vice, and crime are to be recruited. To be sure the educator may say with justice, as a rule, that the child's life does not come under his direct responsibility until five years of age, and that, so far as reached at all by official action, he is affected at home or on the street only by the general municipal administration. But the educator, if he has not the direct control in any way over the child in this early period, is by the public set as the watchman on this part of the wall. The work which he is soon to take up is begun here. The form it takes here will have much to do with his success or failure. He cannot omit the study of these outside facts without plain dereliction of duty. He should be able to give a correct idea of them and their bearings to the public and to the officials charged with general municipal administration, and coöperate to secure such legislative and administrative measures as are best fitted to secure universal intelligence and knowledge, in accordance with the genius of our institutions. And while this is in a sense the special duty of the educator, it is an obligation in which every citizen and parent must bear a part. In the sphere of more direct responsibility, involving the organization of the city board of education, the selection of its members and the term of their office, the extent to which they shall have exclusive control over the administration of public education without interference from the general municipal administration of the city, the provision for houses, for the qualification of teachers, the methods of their employment, the extent to which professional supervision shall enter into the administration, the frequency and manner of electing the superintendent, are in some cases unsettled and in others already beginning to develop evils suggestive of serious results.

Generally the members of the board of education are not paid for their services, yet year by year giving their best thought and effort to the discharge of their duties, they come to possess eminent qualifications, and are benefactors to their communities. But not unfrequently in the different cities the members of the board of education are selected, it is to be confessed with profound regret, without special regard to their adaptation or qualification for the duties to be discharged; and often as soon as they have acquired a knowledge of these duties and facility in performing them, they give place to successors selected with the same disregard of qualification. In some places the superintendent and teachers are subject to annual election, giving an uncertainty to their official tenure utterly distasteful to persons of the required eminence and fitness. In some cities the board pursues a course of reasonable non-interference with what are properly called the professional duties of the superintendent and teachers. In some, these are not only interfered with by the general board, but by local boards, resulting in damaging changes. In some cities there has been an earnest struggle towards systematic supervision, providing a superintendent and several assistants, with marked success. Occasionally the jealousies of assistants, whose subordinate duties may not be exactly defined, lead to irregularities with their chief, destroying the force of systematic action and producing evils disastrous to all concerned. Instances are pointed out in which the selection of teachers is altogether capricious, or a matter of favoritism. In spite of these and many other defects, as I have observed, our city systems have attained some of the greatest excellences in education, but to the thoughtful student of these facts there comes the suggestion that there are among us cities enough, with diverse experiences enough, to begin to point out methods of organization and administration which shall assure not merely immediate and favorable results, but the best results for the longest succession of years. Some of our cities have already able series of reports. There is much literature on the administration of education in cities; there are many persons possessing large information and well matured opinions upon it. All these should be laid under contribution by the several city boards, and that thorough consideration given to their lessons which will eliminate the errors and confirm the merits of the past in systems worthy to receive and

train the millions of youth coming to them for their education. Many superintendents, teachers, and school officers hesitate in this discussion because of their own personal interest, but they alone are best situated to understand the points at issue, and should deal with them promptly and thoroughly, so that perils wherever impending, may be averted.

Mr. Rickoff, superintendent of instruction in the city of Cleveland, states in outline the different plans of supervision in several of the leading cities, as follows:

"Boston has one superintendent and six assistant superintendents. The duty of the superintendents is to examine teachers, inspect the schools, and examine pupils for promotion. There are forty-nine supervising principals, one in each grammar school district. The duty of the principal corresponds almost exactly with that of the supervising principals of Cleveland, though he has his headquarters at the principal school building of his district, not at the general office.

"New York has one superintendent and seven assistants, three for grammar departments, three for primary departments, and one for German instruction. The main, I might say the exclusive, duty of these officers is inspection; that is, examination of schools. They are the examiners, also, of teachers who may have been nominated for positions in the schools. The real work of direction and supervision, as it is here understood, is in the hands of the principals of the schools, of whom there are more than three hundred. They are not included in making up the averages by which the number of teachers in a school is determined, and have no classes under their own immediate instruction.

"Brooklyn has one superintendent and one assistant superintendent. The principals of the schools, as in New York, supervise the work of their own schools.

"Philadelphia has no superintendent. The principals of grammar schools act as local managers.

"Cincinnati has a superintendent. There are no assistants there having headquarters at the general office of the board of education. The principals of the schools are designated in the rules as local superintendents, and have no classes under their own instruction, most of them being provided with offices in their own school buildings. The duties of these local superintendents correspond exactly with the duties of the supervising principals of Cleveland. There are thirty-one principals or local superintendents in the entire city.

"St. Louis has one superintendent and two assistants, one of whom has special charge of the German department. There are in addition fifteen supervising principals, who are required to hear one lesson per day in the first grammar class. In other respects their duties correspond to the duties of the two supervising principals of Cleveland.

"Chicago has one superintendent and two assistants, one of whom, a lady, has charge specially of the German instruction. The principals of schools act as local superintendents, having no class for which they are specially responsible. They are generally provided with a convenient office in the school building.

"In Cleveland there is one superintendent, two supervising principals, and two special superintendents, one of German and one of primary instruction. The last is a lady. The principals of schools are responsible for the instruction of the first grammar classes. When these classes exceed forty-five in number the principals are allowed assistants, who have charge of the school in their absence and take such part in the instruction of the class as may be required by the principal. They have no directive power in the management or instruction of other classes, except in the halls, on the playground, and on the way to and from school."

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1870, 1871, 1872, 1873, 1874, 1875, and 1876.

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	53	65	98	113	124	137	151
Number of instructors	178	445	773	887	966	1,031	1,065
Number of students	10,028	10,922	11,778	16,620	24,405	29,105	33,921

In the great army of educators, these are the officers under training to lead in the conflict against ignorance. On them the success of the struggle must depend. The figures given repeat the lesson that we have not a sufficient number of qualified teachers. All the teachers in the country have never been under normal training; many of them have not even remote hints of what right education comprehends. The increase of normal schools and of their graduates is gratifying; but the whole number receiving diplomas as teachers cannot yet supply the places of those retiring from the profession.

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, *a*	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	137	.....	.....	.....	.....	.....	.....	2	6	131
Arkansas	2	2	65	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	1	8	501	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1	8	140	.....	.....	.....	.....	.....	.....	.....	.....	.....
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	17	238
Georgia	1	.....	130	.....	.....	.....	.....	.....	.....	1	1	22
Illinois	2	26	600	2	12	313	1	5	139	5	27	375
Indiana	1	8	227	2	9	240	.....	.....	.....	3	18	61
Iowa	1	6	96	.....	.....	.....	1	9	106	2	6	64
Kansas	3	25	1,021	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	.....	.....	.....	.....	.....	.....	1	8	45	4	16	282
Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	5	59
Maine	4	23	551	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	2	13	238	.....	.....	.....	.....	.....	.....	1	8	25
Massachusetts	6	62	1,384	.....	.....	.....	1	9	76	1	6	23
Michigan	1	14	449	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota	3	23	770	.....	....	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	7	200	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	5	45	1,276	.....	.....	.....	1	13	300	3	5	60
Nebraska	1	8	192	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	5	171	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	1	23	256	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	8	93	2,300	.....	.....	.....	1	35	1,409	.....	.....	.....
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	15	258
Ohio	.....	.....	.....	.....	.....	.....	4	17	164	13	67	1,373
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	4
Pennsylvania	10	108	2,630	.....	.....	.....	1	25	1,155	1	2	57
Rhode Island	1	12	144	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	1	6	.....	.....	.....	.....	.....	.....	.....	1	10	116
Tennessee	1	6	60	.....	.....	.....	.....	.....	.....	7	34	378
Vermont	3	23	307	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	1	23	256	.....	.....	.....	1	5	108	.....	.....	.....
West Virginia	5	22	296	.....	.....	.....	.....	.....	.....	1	5	91
Wisconsin	4	44	902	.....	.....	.....	.....	.....	.....	1	8	80
District of Columbia	.....	.....	.....	.....	.....	.....	1	3	20	2	5	27
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	*b*1	4	36
Total *c*	74	650	15,299	4	21	553	13	129	3,522	60	265	3,760

a This summary contains the strictly *normal* students only, as far as reported; for total number of students see the following summary.

b Receives aid from the Territory and from the county.

c From 5 of these schools no statistics have been received.

TABLE III.—*Summary of statistics*

States.	Number of schools in each State.	Number of instructors.	Number of students.				
			Total.	Number of normal students.		Number of other students.	
				Male.	Female.	Male.	Female.
Alabama	4	13	355	144	124	71	16
Arkansas	2	2	117	41	24	32	20
California	1	8	635	94	407	65	69
Connecticut	1	8	140	16	124	0	0
Delaware	2	17	238	172	66	.....	.....
Georgia	2	1	215	64	88	41	22
Illinois	10	70	*a*2,032	645	782	324	312
Indiana	6	35	*b*3,024	251	277	(196)	
Iowa	4	21	546	107	159	151	129
Kansas	3	25	1,142	560	461	58	63
Kentucky	5	24	463	179	148	61	75
Louisiana	3	5	109	5	54	.....	50
Maine	4	23	551	196	355	.....	.....
Maryland	3	21	271	24	239	2	6
Massachusetts	8	77	1,483	247	1,236	.....	.....
Michigan	1	14	689	198	251	110	130
Minnesota	3	23	1,008	233	537	96	142
Mississippi	2	7	309	138	62	51	58
Missouri	9	63	1,712	511	1,125	41	35
Nebraska	1	8	192	86	106	.....	.....
New Hampshire	1	5	171	45	126	.....	.....
New Jersey	1	23	638	38	218	175	207
New York	9	128	5,339	(*c*339) 600	2,770	(*c*958) 326	346
North Carolina	5	15	484	149	109	84	142
Ohio	17	84	*d*3,083	(*c*669) 393	475	(*c*838) 197	131
Oregon	1	.....	4	4	.....	.....	.....
Pennsylvania	12	135	4,555	1,653	2,189	456	257
Rhode Island	1	12	144	12	132	0	0
South Carolina	2	16	320	44	72	87	117
Tennessee	8	40	661	219	219	104	119
Vermont	3	23	*b*503	113	194	24	22
Virginia	2	28	405	196	168	12	29
West Virginia	6	27	588	218	169	84	117
Wisconsin	5	52	1,633	457	525	286	365
District of Columbia	3	8	126	12	35	40	39
Utah	1	4	36	20	16	.....	.....
Total	*e*151	1,065	*b*33,921	(*c*1,008) 8,084	14,042	(*c*1,992) 2,978	3,018

a 31 were counted twice.
b Not all classified.
c Sex of these not reported.

of normal schools—Continued.

Graduates in the last year.		Volumes in libraries.		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.
Whole number.	Number who have engaged in teaching.	Whole number.	Increase in the last school year.										
8	6	2,700	.....	1	.....	3	2	2	3	.....	.....	2	3
3	2	569	14	2	.....	2	2	1	1	0	1	1	2
38	38	1,021	.....	1	0	1	0	1	1	1	1	1	1
41	30	1,500	500	1	1	1	0	1	1	1	0	0	1
4	16	650	.....	1	1	1	1	1	1	1	0	1	2
4	4	0	0	0	0	2	1	0	1	0	0	0	1
123	116	5,092	1,690	8	3	8	4	4	6	6	1	5	10
54	40	4,600	600	3	2	5	2	2	2	1	.....	4	4
13	10	1,300	225	3	1	2	2	2	3	1	0	2	4
38	36	975	.....	3	1	2	.....	3	3	2	1	3	3
37	28	3,150	500	3	0	4	4	4	3	1	0	4	4
30	18	70	5	2	.....	2	1	.....	.....	.....	.....	1	2
55	50	1,700	500	4	2	2	1	3	3	2	0	2	4
25	20	3,250	50	3	2	3	3	2	1	2	2	3	3
300	96	13,739	401	7	6	6	.....	5	5	4	1	4	8
80	75	1,600	200	1	1	1	0	1	1	1	0	1	1
72	60	450	50	3	1	2	0	3	2	1	1	3	2
6	6	620	64	1	0	2	2	1	1	0	0	1	1
215	171	4,218	233	8	2	6	2	3	5	4	.....	4	8
8	.....	1,000	500	1	1	1	1	1	1	1	1	1	1
36	.....	.....	.....	1	0	1	1	1	1	0	0	1	1
39	.....	.....	.....	1	1	1	1	1	1	1	1	1	1
490	302	5,466	95	8	4	8	2	7	8	6	5	8	8
20	15	3,000	1,100	2	.....	3	2	.....	1	1	.....	1	4
196	174	8,430	387	10	4	14	10	8	8	4	3	4	12
.....	.....	.....	.....	1	.....	1	1	1	1	1	0	1	1
356	250	14,872	960	11	6	11	9	7	10	4	3	10	10
21	.....	1,200	20	1	1	1	0	.....	1	.....	0	0	1
17	2	354	4	2	1	1	0	0	1	0	0	0	2
31	12	600	60	4	.....	8	5	4	4	2	.....	5	7
73	12	1,625	75	3	0	2	1	2	3	.....	1	2	3
57	41	2,245	20	2	0	2	2	1	2	.....	1	1	2
77	49	2,950	30	2	.....	4	6	2	3	.....	2	2	6
57	27	2,905	287	5	2	5	3	3	3	5	3	4	5
28	26	200	.....	3	1	3	1	1	2	2	.....	2	3
30	25	.....	.....	0	0	0	0	1	1	1	0	0	1
2,682	1,757	92,051	8,570	112	44	121	72	79	94	56	28	85	132

d Includes 389 not classified.

e From 5 of these schools no statistics have been received.

TABLE III.—*Appropriations for normal schools.*

Name of school.	Appropriation, 1876.	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	$28 00
Normal department Arkansas Industrial University, Fayetteville, Ark	.....	9 26
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark	1,400 00	.....
California State Normal School, San José, Cal	17,500 00	35 00
Connecticut State Normal School, New Britain, Conn	12,000 00	85 71
Normal department of Atlanta University, Atlanta, Ga	8,000 00	40 00
Southern Illinois Normal University, Carbondale, Ill	19,350 00	21 58
Cook County Normal and Training School, Englewood, Ill	[b]15,000 00	38 56
Illinois State Normal University, Normal, Ill	24,700 00	61 14
Peoria County Normal School, Peoria, Ill	[b]5 000 00	.....
Indiana State Normal School, Terre Haute, Ind	17,000 00	.....
Iowa State Normal School, Cedar Falls, Iowa	9,500 00	.....
Eastern Iowa Normal School, Grandview, Iowa	[c]1,700 00	.....
Concordia State Normal School, Concordia, Kans	[d]2,297 00	11 60
Leavenworth State Normal School, Leavenworth, Kans	2,297 00	.....
Eastern State Normal School, Castine, Me	7,000 00	30 00
Western State Normal School, Farmington, Me	7,934 00	33 50
Normal department Maine Central Institute, Pittsfield, Me	600 00	.....
Normal department Oak Grove Seminary, Vassalboro', Me	600 00	3 00
Baltimore Normal School for the Education of Colored Teachers, Baltimore, Md	2,000 00	16 00
Maryland State Normal School, Baltimore, Md	14,000 00	50 97
Massachusetts Normal Art School, Boston, Mass	13,000 00	.....
State Normal School, Bridgewater, Mass	13,000 00	62 00
State Normal School, Framingham, Mass	15,000 00	80 00
State Normal School, Salem, Mass	13,000 00	44 37
State Normal School, Westfield, Mass	12,800 00	72 31
State Normal School, Worcester, Mass	11,000 00	.....
Michigan State Normal School, Ypsilanti, Mich	17,300 00	28 00
State Normal School, Mankato, Minn	5,000 00	20 00
State Normal School, St. Cloud, Minn	5,000 00	33 00
Mississippi State Normal School, Holly Springs, Miss	4,600 00	52 27
Tougaloo University and Normal School, Tougaloo, Miss	[e]3,000 00	14 00
South East Missouri Normal School, Cape Girardeau, Mo	10,000 00	28 83
Normal department Lincoln Institute, Jefferson City, Mo	5,000 00	42 37
North Missouri State Normal School, Kirksville, Mo	10,000 00	15 00
South Missouri State Normal School, Warrensburg, Mo	10,000 00	24 13
Nebraska State Normal School, Peru, Nebr	15,000 00	.....
New Hampshire State Normal School, Plymouth, N. H	5,000 00	29 00
New Jersey State Normal School, Trenton, N. J	15,000 00	.....
New York State Normal School, Albany, N. Y	18,000 00	.....
State Normal School, Buffalo, N. Y	18,000 00	92 00
State Normal and Training School, Cortland, N. Y	19,146 00	47 11
State Normal and Training School, Fredonia, N. Y	18,944 00	118 34
State Normal School, Genesee, N. Y	23,000 00	53 00
Normal College, New York, N. Y	[c]95,000 00	.....

[a] Exclusive of appropriations for permanent objects.
[b] County appropriation.
[c] City appropriation.
[d] Also $1,650 city appropriation.
[e] Also $200 county appropriation.

TABLE III.—*Appropriations for normal schools*—Continued.

Name of school.	Appropriation, 1876.	Appropriation per capita of pupils in the past year.a
State Normal and Training School, Oswego, N. Y	$18,000 00	$40 09
State Normal and Training School, Potsdam, N. Y	17,425 00	47 00
Cleveland City Normal School, Cleveland, Ohio	b5,300 00	.....
Sandusky Training School, Sandusky, Ohio	b1,400 00	.....
Bloomsburg State Normal School, Bloomsburg, Pa	c2,888 09	8 50
Philadelphia Normal School for Girls, Philadelphia, Pa	b14,813 00	.....
West Chester State Normal School, West Chester, Pa	2,359 00	8 67
Rhode Island State Normal School, Providence, R. I	10,000 00	.....
State Normal School, Columbia, S. C	15,000 00	.....
Castleton State Normal School, Castleton, Vt	1,500 00	.....
Johnson State Normal School, Johnson, Vt	1,500 00	15 00
State Normal School, Randolph, Vt	1,500 00	7 25
Fairmont State Normal School, Fairmont, W. Va	1,000 00	9 52
State Normal School, Glenville, W. Va	1,000 00	14 49
Marshall College, State Normal School, Huntington, W. Va	1,000 00	10 33
Shepherd College, Shepherdstown, W. Va	1,000 00	9 52
West Liberty State Normal School, West Liberty, W. Va	.....	28 57
Oshkosh State Normal School, Oshkosh, Wis	11,280 00	18 23
Wisconsin State Normal School, Platteville, Wis	18,533 00	40 37
State Normal School, Whitewater, Wis	16,218 00	56 90
Washington Normal School, Washington, D. C	b1,800 00	.....
Normal department University of Deseret, Salt Lake City, Utah	d2,000 00	66 57

a Exclusive of appropriations for permanent objects.
b City appropriation.
c Also $35,000 special appropriation for rebuilding dormitory.
d Territorial appropriation; also $440 county appropriation.

The qualifications of teachers for country schools have, as a rule, been widely different from the qualifications of those engaged in teaching in cities. Usually advanced instruction develops more rapidly in centres of population, and city school systems have, as a rule, for a long time furnished in some form instruction in high schools as far advanced as that afforded in institutions known as academies. It was more in the natural course of events for the boys and girls in the city than for their brothers and sisters in the country to enjoy these privileges. These high schools have largely furnished the teachers in our cities. City schools have been also taught more months in the year, and have paid on the average higher wages, than the country schools; and therefore approach more nearly to furnishing the opportunity for a permanent professional career. In the country, too, generally the teachers have been furnished simply from the advanced classes, or were the best pupils in the several schools where they began to impart instruction. Sometimes the pupil who sought to teach attended for a term or so a neighboring academy, and obtained some hints of advanced studies. The normal school in the United States has entered upon its career with this mixed condition of facts around it, and the question arises, Shall normal schools prepare teachers solely for the country or city schools, or for both? Besides, the normal school has not always been accorded the privilege of determining whom it should admit. It aimed to prepare teachers for their professional work, but found many students coming for instruction who were not well grounded in the knowledge of the branches which they would be expected to teach; and being compelled at the outset to seek to remedy this pri-

mary evil, a large amount of its time and expenditure has consequently been absorbed, not in teaching persons how to teach, but in preparing them to receive the professional instruction which the school was primarily established to impart. Normal school teachers and officers have struggled against this condition of things, and now they are censured largely for having, here and there, yielded to the influence of the obstacle they have sought to overcome.

Prof. Hiram Orcutt, who, as secretary of the board of trustees, has done so much toward establishing and maintaining the State normal school in New Hampshire, well states the progress of public sentiment in connection with normal schools:

The views now entertained by our intelligent legislators are largely shared by nearly all the other States in the Union. At first, the normal school met the same hostility and opposition in other States as it encountered here. But as the people became familiar with the working and results of these professional schools, they not only sustained those which had already been established, but established others wherever they were needed. And as their need grew more urgent, they contributed more liberally and cheerfully to increase their usefulness. They fully understood that they could not afford to lose the advantages of normal training, as they realized that they were getting more than an equivalent for the money thus expended. And so it is with us. We have found by experience that normal training adds greatly to the value of the teacher's service. It creates ready skill, and makes available professional knowledge. With normally educated teachers, we have no longer to undergo the expense and loss of educating our teachers in the school room; we may know that our schools will be elevated, and our children properly taught, and inspired with the love of learning. This is a positive gain. If our normal school has done no more during these five years than to demonstrate, as it has, the great need of such an institution in the State, it would not have been established in vain. But it has done still more for the cause of popular education. It has educated the people to a higher appreciation of the importance of our public schools, and created a demand for better qualified teachers, and has done much already toward furnishing a supply. We cannot go back, we must go forward.

Dr. W. F. Phelps, in his report of the Winona Normal School, remarks:

There is no longer any room for doubt that the standard of education is advancing among the people, and that there is a higher appreciation of the necessity of skilled labor in the school room as well as in the material arts and industries of life. That the growth of this conviction is one of the most direct and valuable results of our normal school work, abundantly justifying all the labors and expenditures incurred in its behalf, no just and really well informed observer will longer be inclined to dispute. The teacher question is at the foundation of all educational progress. Poor teachers cannot make good schools. Poor schools cannot make good citizens. A supply of qualified teachers will not appear at our bidding. Like other great blessings, they must be sought by the wise application of means adequate to secure the desired result. As the State has established common schools for the education of its children, it must establish and liberally support normal schools and institutes for the training of its teachers. The last proposition is a corollary of the first. The two must stand or fall together. Having assumed the mighty task of educating the people to a proper appreciation of the rights and duties of a sovereign citizenship, the State has no alternative but to go forward and make its means fully adequate to accomplish their benign purposes. It is the solemn obligation of every friend of his country and of humanity to do his utmost to render this conviction universal.

Some, indeed, have so far mistaken the growing strength of institutions for normal training that they have ventured to assail them indiscriminately. Their friends, however, have only to demand that these schools be permitted to perform the task for which they are avowedly established and conducted, and that they be judged by this standard. The friends of popular education need everywhere to see to it that those seeking to become teachers, and desiring the necessary professional training, obtain the general culture necessary before entering the normal school. If this can be accomplished, the question relating to the support of these schools will be greatly simplified and more easily answered. Beyond all this, moreover, there should be a philosophical study of the relation of pedagogy to the whole subject of education. So far the instruction in our schools of law, medicine, and engineering, and in our colleges, is undertaken, as a rule, by those who are learned in the particular subjects they are to teach, whether they have or have not a knowledge of the principles of pedagogy as applied to their particular department of instruction. So, also, school officers of various grades are selected who are totally ignorant of the very elements of the philosophy of education. Moreover, I regret to observe that not a few teachers of the theory and

practice of education in the normal schools themselves seem to have no adequate understanding of the subject. Again, there are those who deserve all commendation for their efforts and success in formulating their pedagogic ideas and theories.

The following syllabus of a course of study in a normal school, by Miss Delia A. Lathrop, the former distinguished principal of the Cincinnati Normal School, deserves special attention:

I.—HISTORY OF EDUCATION.

a. Ancient education — Grecian. Roman.

b. Mediæval education — The Schoolmen. Revival of learning. Rise of schools and universities.

c. Modern education.

Theorists — Bacon. Milton. Montaigne. Locke. Rousseau. Spencer.

Practical educators — Linguists — Jesuits. Ascham. Sturm. Ratich. Jacotot. Comenius.

Realists — Francke. Basedow.

Humanists — Pestalozzi. Fröbel.

d. Review.

Education in Germany.
Education in England.
Education in France.
Education in America.

II.—SCHOOL MANAGEMENT.

1. *School.*

a. Definition. *b.* Object. *c.* Organization.
d. Seating. *e.* Programme. *f.* Records.
g. Promotion.

2. *Employment.*

a. Opening. *b.* Study. *c.* Recitation.
d. Recreation. *e.* Privileges. *f.* Recesses.
g. Dismissal.

3. *Government.*

a. Nature. *b.* Mode. *c.* Rewards.
d. Punishments.

4. *Motives.*

a. Patrons. *b.* Pupils. *c.* Teachers.

5. *Qualifications.*

a. Pupils. *b.* Teachers.

6. *Rights.*

a. Patrons. *b.* Committee. *c.* Principal.
d. Associate teachers. *e.* Special teachers. *f.* Pupils.
g. Visitors.

7. *Duties.*

a. Patrons. *b.* Committee. *c.* Principal.
d. Associate teachers. *e.* Special teachers. *f.* Pupils.
g. Visitors. *h.* Profession.

8. *Health.*

a. Temperature. *b.* Ventilation. *c.* Light.
d. Cleanliness.

9. *Care of teachers.*

a. Teacher. *b.* Pupils.

Moral culture, promptness, obedience, truthfulness, neatness, etc.

a. Why necessary. *b.* How secured.

III.—STATE SCHOOL LAW AND CITY SCHOOL REGULATIONS.

IV.—METHODS OF TEACHING.

a. Reading and spelling.
b. Number, weight, size.
c. Language, composition.
d. Place and geography.
e. Form and color.
f. Lessons on plants and minerals.
g. Lessons on animals and the human body.
h. Lessons on miscellaneous objects.
i. Penmanship.
j. Music.
k. Drawing.

V.—CRITICISM LESSONS.

VI.—TEACHING IN PRACTICE DEPARTMENT UNDER CRITIC TEACHERS.

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 1876, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	26	60	53	112	126	131	137
Number of instructors	154	168	263	514	577	594	599
Number of students	5,824	6,460	8,451	22,397	25,892	26,109	25,234

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States.	Number of schools.	Number of instructors.	Number of students—			Number of volumes in libraries.	Increase in the last school year.
			Total.	In day school.	In evening school.		
California	5	33	*a*1,113	868	227	600	.....
Georgia	2	4	216	201	15	400	.....
Illinois	16	76	*b*3,095	2,326	885	3,905	355
Indiana	8	28	*b*1,938	1,348	658	1,200	.....
Iowa	8	23	*b*1,674	1,047	989	332	77
Kansas	2	4	*b*177	124	82	86	.....
Kentucky	2	6	357	260	97	.....	.....
Louisiana	2	12	279	231	48	514	.....
Maine	2	6	378	378	.....	.....	.....
Maryland	1	7	341	256	85	.....	.....
Massachusetts	5	27	1,174	1,014	160	.....	.....
Michigan	9	26	*b*1,316	1,032	318	500	.....
Minnesota	2	8	338	293	45	147	26
Mississippi	1	10	100	100	0	1,000	50
Missouri	6	44	*c*1,363	911	277	860	.....
Nebraska	1	5	*b*130	110	60	.....	.....
New Hampshire	1	3	133	80	53	.....	.....
New Jersey	3	19	398	294	118	575	25
New York	23	112	*b*4,344	3,373	1,065	850	55
North Carolina	1	1	.....	.....	.....	.....	.....
Ohio	12	41	*b*1,965	1,425	633	1,250	100
Pennsylvania	10	44	*d*1,858	740	204	492	45
Rhode Island	3	19	666	516	150	3,150	.....
Tennessee	2	7	*b*298	283	69	470	.....
Virginia	1	1	42	24	18	512	6
Wisconsin	8	30	*b*1,391	1,193	311	290	30
District of Columbia	1	3	150	105	45	0	.....
Total	137	599	25,234	18,532	6,612	17,133	769

a Includes 18 not reported separately.
b Some students are in both day and evening schools.
c Includes 175 not reported separately.
d Includes 914 not reported separately.

I have repeatedly in these reports alluded to the deficiencies of our commercial education. Instead of discussing these statistics in detail, I desire to call attention to some features of commercial education in European countries.

AUSTRIA.

The Commercial Academy of Vienna, (Wiener Handels-Academie,) founded in 1857, is the most important school of commerce in Austria.

The fund of $168,000 with which it was established was raised by subscription. It is provided with valuable technological collections, a museum of raw materials and manufactured articles found in commerce, and with a finely equipped chemical laboratory for the analysis of commodities.

The academy is under the control of a board of management (Verwaltungsrath) consisting of a president, vice-president, and seven other members. The principal is known as director. The faculty consists of 20 professors and 3 instructors in stenography and drawing.

The course of study is given in two divisions of two years' duration each, four years in all; the first being preparatory, and the second more strictly professional.

To be admitted into the first yearly course of the preparatory division, the applicant must be at least 14 years of age, and have completed the course of study given in the lower Gymnasia of Austria.

For admission to the second year's course of the preparatory division, he must be 15 years of age, with corresponding qualifications.

For admission to the first year's course of the second division, the age of 17 years is requisite; and to the last year's course, 18 years of age, with a certificate of honorable discharge from the higher Gymnasium.

The instruction in the first division embraces general and commercial arithmetic, physical geography, history of Austria and of the world, zoölogy, mineralogy, botany, and physiology, calligraphy, preparation for book-keeping; German, English, French, and Italian languages. These branches are further developed in the higher courses, and, besides, commercial calculation, commercial history and law, exchange, the relations of geography and statistics to commerce, and the principles of political economy are thoroughly taught.

The price of tuition is about $60 per annum, with a laboratory fee of $2 extra. The number of pupils was, in 1873, 600.

Besides the regular courses of instruction, (for day scholars,) there has also been opened an evening course for such as cannot attend during the day. This course lasts from October 1 to April 15. The evening course was attended in 1873 by 350 pupils.

PRUSSIA.

The following is the course of study pursued in a Prussian school of commerce:

1. German, French, and English languages.
2. General study of commerce and industry, including definitions of commerce, different kinds of trade, auxiliary means of trade, coinage, weights, measures, money, banking and exchange, and the most important laws relative to commerce and industry.
3. Commercial and industrial book-keeping, (by single and double entry.)
4. Commercial correspondence in German, French, and English.
5. Commercial penmanship.
6. General and commercial arithmetic.
7. Natural history.
8. Physics and chemistry.
9. Physiology.
10. Technology.
11. Commercial law, commercial history, and geography.
12. Drawing.
13. Stenography.

The tuition fee is $60 per annum.

BELGIUM.

The school of commerce at Antwerp is an institution which was founded in the year 1852 by the government of Belgium. The course of instruction embraces two years, and is both theoretical and practical. The following are the branches of study:

1. *Theoretical division.* General history of commerce and industry; commercial and industrial geography; political economy and statistics; general principles of law; comparison of commercial and maritime rights, and the principles of international law in their relations to commerce; the customs of Belgium and other principal countries; study of constructions and maritime armaments.

2. *Practical division.* Commercial affairs and banking; accounts and the management of books; correspondence; study of natural productions and of merchandise; correspondence in the German, French, Flemish, English, Spanish, and Italian languages.

The lessons in the theoretical department are principally by lectures, the students taking notes and undergoing subsequent examination upon the subject matter.

The instruction is given by 8 professors, 2 assistants, and 3 chiefs of bureaus. The tuition fee is $50 per annum.

Graduation takes place after a satisfactory examination before a commission appointed by the minister of the interior.

Students who attain diplomas of highest distinction may receive a bursary for travel in foreign lands. The government granted this favor to three pupils in 1864, and since that time eight other students have been subsidized in like manner.

TABLE V.—*Number of Kindergärten, instructors, and pupils for* 1873, 1874, 1875, *and* 1876.

	1873.	1874.	1875.	1876.
Number of institutions	42	55	95	130
Number of instructors	73	125	216	364
Number of pupils	1,252	1,636	2,809	4,090

TABLE V.—*Summary of statistics of Kindergärten.*

States.	Number of schools.	Number of teachers.	Number of pupils.
California	2	3	35
Colorado	1	1	8
Connecticut	2	6	87
Illinois	8	21	207
Indiana	1	2	16
Iowa	1	4	50
Kentucky	4	6	92
Maine	2	2	45
Maryland	3	8	83
Massachusetts	9	21	172
Michigan	4	6	90
Minnesota	2	2	29
Missouri	25	141	1,208
New Hampshire	2	4	30
New Jersey	14	31	530
New York	20	45	656
Ohio	5	9	96
Pennsylvania	13	21	200
South Carolina	1	2	20
Wisconsin	5	15	273
District of Columbia	6	14	163
Total	130	364	4,090

This summary in regard to Kindergärten is full of encouragement. The contrast between the figures of 1875 and those of 1876 shows great increase. The 4,090 children instructed are indeed an extremely small fraction of the total population of the admitted ages, but they are widely scattered, and each Kindergarten has an influence over more than those directly in attendance, by pointing out the better way of beginning to train the child's mind, and illustrating the method in a manner readily understood by all who have to do with childhood.

If there be anywhere too much reliance upon the book, if methods of instruction are too abstract, or are too destructive of child nature, the true Kindergarten is fitted to afford a remedy. It should be clearly distinguished from what is known as object teaching, and also from the idea of mere play.

The opportunities afforded by the Centennial for bringing the idea of the Kindergarten to the attention of teachers and parents were well improved.

During the year, the feasibility of establishing the Kindergarten in small country towns and of connecting it with city systems has found additional illustration.

A gentleman in Florence, Mass., after having experimented with the Kindergarten in his own parlor for the benefit of his children and those of his neighbors, erected a building 64 feet by 40 feet, with two stories and an attic, furnished throughout with hot and cold water, well ventilated, especially adapted to secure the sunshine, and rendered additionally attractive by pictures and growing plants. In addition to the well appointed house, there are appropriate grounds. The efficiency of the work in it is increased by the meeting in each month of the mothers of the little children with the teacher.

None of our school laws provides for the admission of children under four years of age, and most of them fix the age of admission at five or six. The Kindergarten, reaching below this age, has on this account and also because of the expense experienced difficulties in becoming a part of public school systems.

The experiment of a single Kindergarten in connection with the public schools was commenced in Boston in 1870. In St. Louis the Kindergarten has become a part of the public system on a larger scale. The superintendent, Mr. Harris, a careful observer of the philosophy and practice of the Kindergarten, makes an extended statement of the facts in his report for the year. He says:

The offer of Miss Susie E. Blow to undertake gratuitously the instruction of one teacher appointed by the board, and to supervise and manage a Kindergarten, provided the board would furnish the rooms and a salaried teacher, was accepted August 26, 1873, and Miss Mary A. Timberlake, one of the primary teachers, was assigned to a room in the new building of the Des Pères School set apart for the experiment. Under the enthusiasm and eminent practical sagacity of Miss Blow, the Kindergarten soon developed surprising results. In the following spring I described its results thus:

"The formation of habits of cleanliness and politeness is marked and successful. But the development of the intellect in making quantitative or mathematical combinations is more surprising. Geometry and arithmetic seem to unfold simultaneously in the minds of the pupils. They are trained to exercise their faculties in recognizing form, shape, and number, as well as in designing combinations with them. This training in the exact and quantitative is counterbalanced and compensated by a discipline of the phantasy and imagination. Manipulation in various ways—drawing, folding paper into artistic forms, embroidering, construction with sticks and softened peas, modelling in clay, so as to train the hand and eye—is practised. It would seem as though Fröbel had especially in view the education of a race of industrious and useful people."

Mr. Harris, in a foot note bringing the facts down to a date later than that covered by the body of his report, gives 30 Kindergärten, with a total enrolment of 2,400 pupils and an average attendance of about 1,200. The experience of the union of the Kindergarten with the public school system in St. Louis is full of valuable suggestions, which are set forth in Mr. Harris's report under "Cost," "Conditions of economy," "Dangers in management," "Play," "Gifts and occupations," "Educational results," "Kindergarten preparation," and "The Kindergarten Americanized." Under "Results" he observes: "In the common school, industrial drawing is the only branch which has anything specially to cultivate the hand and the eye. The Kindergarten, it is seen, does this by all of its appliances. The practical advantage of possessing a

skilful hand is not easily to be overestimated." Under "Preparation" he states: "It is found that the children who come from Kindergärten excel the others in ability of self-help, in maturity and quickness of sense perception, and in their grasp of thought. In one room 38 per cent. of the pupils had come from the Kindergarten, and 62 per cent. had received no Kindergarten training; the average age of the former was 7, of the latter 6½ years. Those who had been in the Kindergarten averaged 1½ quarters' work, and those who had not been there averaged 1 quarter's work. Those who had been in the Kindergarten averaged a half year older than the others. Their average work was 50 per cent. more, as measured by the standard of promotion and for the limited time on which the estimate is based." Again, he remarks: "Twenty-one pupils of another school had been in the Kindergarten an average of 1½ years, and performed the work laid down for 19 weeks in 16 weeks. The 28 pupils who had not attended the Kindergarten performed the work laid down for 18 weeks in 17 weeks. In matters of skill, taste, neatness, and many other things, this measure is no test whatever."

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1876, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	.....	638	811	944	1,031	1,143	1,229
Number of instructors	.....	3,171	4,501	5,058	5,466	6,081	5,999
Number of students	.....	80,227	98,929	118,570	98,179	108,235	106,647

In no part of the educational field has the collection of statistics encountered greater difficulties than in that of secondary instruction, *i. e.*, in the grade intermediate between superior and elementary.* Secondary instruction is specially imparted in city high schools, in academies, in preparatory schools, whether conducted independently of or in connection with institutions for superior instruction, and in normal schools to those pupils who require the information thus given preparatory to undertaking their professional labors.

The summary immediately following, which precedes the generalizations of Tables VI and VII, is made as an aid to those who wish to gain a comprehensive view of secondary instruction and find difficulties in tracing the details through the several tables in the appendix which contain the institutions in which this instruction is imparted. All who would limit public instruction to the elementary grade may well scrutinize this summary. In all the various institutions in which instruction of a secondary character is imparted, according to these reports there are enumerated only 184,440 pupils. Can any fair minded statesman look at these numbers and at our total population and the demands for this grade of information in the public and private affairs of the country, and come to the conclusion that there is too much work done in this grade, that there are too many receiving this measure of education? The facts clearly reveal weakness in our system of culture at this point, where in Germany there is great strength and superiority. It is not merely that they have in the different German states universal education so effectually carried out, but that they carry so many of the pupils up into the higher courses of instruction. Education is not only universal, but it is carried farther with a greater number; hence the greater effectiveness of their educational systems.

* Not only are these general divisions of elementary, secondary, and superior far from definite, but, as will be seen in looking over the annual reports of the country, the programmes of study in each are without exact definition. It would perhaps be more useful if there were published by the schools each year what has been accomplished in the several grades, instead of at the beginning of each year what it is proposed to do. Then we should have the record of acts instead of intentions, and possibly find the present confusion with reference to classification and gradation somewhat relieved. As it has been, and now is, the difficulties in getting out a measurably correct report of secondary instruction in this country are indescribable. With the hearty coöperation of educators in this grade, however, considerable progress has been made in gaining a knowledge of what is accomplished. The information on this subject in the city and State reports is becoming clearer. Those who wish to examine the information given to this Bureau specially in detail will find it in the high school grade in the table of cities, in the table of preparatory schools, and in that of academies. And in the abstracts of information there will also be found further details not yet possible to include in any of these tables.

Statistical summary of pupils receiving secondary instruction.

States and Territories.	(*a*) In city high schools, (Table II.)	(*b*) In normal schools, (Table III.)	In institutions for secondary instruction, (Table VI.)	In preparatory schools, (Table VII.)	In preparatory departments of—			Total.
					Institutions for superior instruction of women, (Table VIII.)	Universities and colleges, (Table IX.)	Schools of science, (Table X.)	
Alabama	.....	87	759	200	217	71	.....	1,334
Arkansas	.....	52	313	.....	.....	169	153	687
California	671	134	3,270	427	37	809	.....	5,348
Colorado	.....	.....	212	16	.....	.....	.....	228
Connecticut	549	0	2,295	1,130	40	.....	.....	4,014
Delaware	.....	.....	615	.....	38	0	.....	653
Florida	.....	.....	849	.....	.....	.....	.....	849
Georgia	40	63	5,022	30	534	268	245	6,202
Illinois	1,852	636	3,368	249	206	3,905	.....	10,216
Indiana	1,113	196	1,743	.....	70	1,444	49	4,615
Iowa	309	280	4,778	120	.....	2,348	.....	7,835
Kansas	137	121	194	.....	60	809	.....	1,321
Kentucky	855	136	3,905	.....	408	930	.....	6,234
Louisiana	.....	50	816	.....	.....	387	61	1,314
Maine	443	.....	3,031	629	.....	.....	.....	4,103
Maryland	.....	8	3,251	297	90	196	10	3,852
Massachusetts	3,636	.....	2,872	2,462	361	200	.....	9,531
Michigan	827	240	465	.....	48	1,239	.....	2,819
Minnesota	.....	238	1,357	.....	10	412	2	2,019
Mississippi	.....	109	871	.....	239	290	41	1,550
Missouri	1,530	76	1,383	.....	240	1,279	19	4,527
Nebraska	59	.....	85	.....	.....	250	.....	394
Nevada	.....	.....	.....	.....	.....	31	.....	31
New Hampshire	382	.....	3,687	655	143	.....	.....	4,867
New Jersey	1,352	382	2,887	304	20	18	35	4,998
New York	3,387	1,630	23,291	2,515	669	2,644	.....	34,136
North Carolina	.....	226	2,240	.....	136	784	.....	3,388
Ohio	3,489	1,166	4,897	881	207	2,568	31	13,239
Oregon	.....	.....	1,282	.....	20	307	.....	1,609
Pennsylvania	1,677	713	7,477	897	351	2,064	87	13,266
Rhode Island	163	0	358	698	.....	.....	.....	1,219
South Carolina	.....	204	1,129	95	103	211	.....	1,742
Tennessee	221	223	5,331	.....	498	1,723	176	8,172
Texas	.....	.....	1,400	270	148	939	.....	2,757
Vermont	.....	46	3,119	106	.....	.....	.....	3,271
Virginia	115	41	1,487	171	239	162	44	2,259
West Virginia	.....	201	849	.....	82	56	.....	1,188
Wisconsin	.....	651	1,976	217	157	1,041	.....	4,042
District of Columbia	175	79	1,771	.....	.....	254	.....	2,279
Indian Ter	.....	.....	195	.....	.....	.....	.....	195
New Mexico	.....	.....	373	.....	.....	.....	.....	373
Utah	.....	.....	1,365	.....	.....	320	.....	1,685
Washington	.....	.....	79	.....	.....	.....	.....	79
Total	22,982	7,988	106,647	12,369	5,373	28,128	953	184,440

a In 97 cities.

b Strictly *normal* students are not included.

TABLE VI.—PART 1.—*Summary*

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	1	3	0	103	103	0	90	40	.....
California	4	45	5	1,021	1,013	8	524	169	146
Connecticut	13	29	8	449	439	10	195	101	70
Delaware	2	10	2	90	90	0	90	40	10
Georgia	16	23	2	743	726	17	537	266	23
Illinois	2	5	2	40	40	0	31	5	9
Indiana	1	5	.....	150	150	.....	150	.....	20
Iowa	1	1	0	65	65	0	60	5	0
Kentucky	7	17	.....	370	370	.....	210	143	51
Louisiana	3	11	1	281	281	.....	276	18	183
Maine	1	1	1	21	21	.....	11	10	7
Maryland	20	78	2	1,382	1,380	2	654	315	185
Massachusetts	5	10	4	138	138	.....	109	9	3
Michigan	1	.....	8	90	90	.....	.....	.....	.....
Minnesota	2	9	.....	132	132	.....	56	52	21
Mississippi	5	8	.....	159	159	.....	83	39	10
Missouri	4	20	3	376	376	.....	338	56	127
New Jersey	8	32	6	424	424	.....	175	147	42
New York	53	248	44	3,987	3,970	17	2,330	1,206	1,128
North Carolina	11	22	1	542	537	5	372	282	30
Ohio	5	35	1	366	366	.....	351	34	223
Oregon	2	11	1	140	140	.....	96	44	23
Pennsylvania	25	134	43	2,173	2,169	4	1,428	472	479
Tennessee	2	4	0	130	130	0	90	40	0
Texas	1	12	0	250	250	0	225	8	150
Vermont	3	4	2	39	38	1	39	25	4
Virginia	11	33	3	611	606	5	489	277	150
Wisconsin	1	13	.....	115	115	.....	.....	.....	.....
District of Columbia	7	19	1	470	470	.....	439	200	131
Indian Territory	1	2	1	60	60	.....	60	3	.....
New Mexico	1	6	0	108	108	0	90	6	19
Total, Part 1	219	850	141	15,025	14,956	69	9,598	4,012	3,244
Total, Part 2	312	466	1,914	*a*21,645	443	21,139	13,954	2,942	6,606
Total, Part 3	698	1,235	1,393	*b*69,977	36,399	31,893	44,748	9,616	7,116
Grand total	1,229	2,551	3,448	106,647	51,798	53,101	68,300	16,570	16,966

a Sex of 63 not reported.

of statistics of schools for boys.

Number of students.				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.	Libraries.		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 volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
.....	.....	.....	.....	0	0	0	900	.....	.....	.....	.....	.....
24	.....	7	2	3	2	2	1,700	500	$200,500	.....	.....	$37,000
39	10	7	2	6	6	6	1,525	150	272,000	.....	$125	56,500
10	5	3	2	2	1	1	2,000	200	20,000	.....	.....	4,000
129	43	40	5	2	.....	.....	500	.....	71,000	$6,000	450	20,122
5	4	3	7	2	2	2	700	175	42,000	.....	.....	10,000
.....	7	1	.....	1	1	.....	150	5	15,086	.....	.....	1,800
5	0	2	0	0	1	.....	200	50	1,000	0	0	500
46	28	7	7	2	2	2	968	.....	78,100	4,500	350	19,370
13	12	14	4	1	3	2	1,850	100	5,500	1,000	100	1,800
9	.....	.....	.....	1	.....	1	2,000	.....	50,000	.....	.....	.....
82	22	36	17	8	5	6	18,725	520	592,200	680,000	40,800	43,725
13	1	3	3	4	3	5	2,750	20	168,000	.....	.....	44,500
.....	.....	.....	.....	1	1	1	300	.....	.....	.....	.....	.....
12	5	1	.....	.....	1	1	400	.....	115,000	.....	.....	28,295
25	29	7	.....	.....	1	1	.....	.....	31,000	.....	.....	6,100
30	.....	11	.....	3	2	2	4,000	.....	90,000	20,000	1,200	24,150
102	35	30	7	5	3	5	4,275	81	186,000	10,000	1,000	25,500
644	479	167	155	36	30	29	28,183	1,101	1,309,917	18,000	5,180	243,837
169	43	31	4	1	2	.....	12,200	87	84,500	6,000	600	11,820
18	2	6	.....	2	4	4	5,100	400	201,200	.....	.....	12,978
40	.....	2	.....	0	2	2	5,200	100	12,000	.....	.....	1,500
300	132	65	34	21	11	9	14,700	265	3,500,000	90,000	170,900	97,890
33	13	12	7	1	0	0	210	210	5,500	.....	.....	4,600
.....	.....	.....	.....	1	1	1	1,200	0	60,000	.....	.....	.....
13	5	1	.....	2	2	3	3,410	78	52,000	.....	.....	.....
114	50	23	8	2	1	2	4,650	450	99,500	8,000	510	37,734
.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....
58	28	16	10	3	1	.....	100	.....	31,500	.....	.....	8,500
3	.....	1	.....	.....	.....	.....	300	.....	.....	.....	.....	0
5	0	8	0	0	1	1	600	.....	18,000	0	0	7,560
1,941	953	504	274	110	90	89	118,796	4,492	7,311,503	843,500	221,215	749,781
217	29	56	10	259	263	277	133,329	3,094	5,364,388	124,000	13,370	780,186
3,837	1,664	880	242	304	386	396	233,813	11,998	9,912,588	2,416,675	167,520	1,108,356
5,995	2,646	1,440	526	673	739	762	485,938	19,584	22,588,479	3,384,175	402,105	2,638,323

b Sex not reported in all cases.

TABLE VI.—PART 2.—*Summary*

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	2	3	6	166	20	146	138	37	1
California	10	22	87	1,367	10	1,357	742	13	546
Colorado	2	2	17	212	6	206	178	4	30
Connecticut	14	17	82	747	8	739	418	156	183
Delaware	2	.....	8	30	.....	30	30	4	24
Florida	3	.....	34	518	40	478	353	40	178
Georgia	5	3	8	126	9	117	86	25	27
Illinois	7	22	78	1,046	12	1,034	416	293	197
Indiana	3	.....	13	416	30	386	40	.....	.....
Iowa	4	1	20	336	.....	336	20	3	3
Kansas	2	.....	24	116	.....	116	50	.....	8
Kentucky	15	22	99	1,158	45	1,113	919	153	156
Louisiana	5	7	27	249	.....	249	239	35	147
Maine	2	3	10	89	.....	89	89	39	70
Maryland	14	36	77	786	2	784	536	200	347
Massachusetts	16	25	90	a596	13	520	314	143	331
Michigan	1	1	5	60	.....	60	60	.....	14
Minnesota	5	7	26	274	.....	274	144	13	21
Mississippi	4	4	13	198	3	195	188	39	16
Missouri	4	6	26	385	5	380	345	77	120
Nebraska	1	2	6	85	.....	85	85	7	15
New Hampshire	1	2	6	42	.....	42	.....	.....	.....
New Jersey	13	26	58	479	17	462	274	51	146
New York	57	111	382	3,927	90	3,837	2,698	553	1,540
North Carolina	6	9	20	422	28	394	408	59	51
Ohio	8	6	106	1,256	.....	1,256	214	73	77
Oregon	2	.....	16	230	.....	230	50	.....	.....
Pennsylvania	30	41	172	1,453	22	1,431	1,046	330	611
Rhode Island	4	8	20	93	6	87	89	19	69
South Carolina	4	5	9	182	6	176	121	53	6
Tennessee	11	19	43	801	25	776	646	134	128
Texas	4	3	23	258	8	250	248	19	100
Vermont	4	2	18	357	13	344	323	24	208
Virginia	11	13	56	612	9	603	471	130	141
West Virginia	3	1	7	106	.....	106	101	4	10
Wisconsin	6	7	71	874	.....	874	779	81	601
District of Columbia	23	27	132	1,188	11	1,177	961	125	484
Indian Territory	2	2	5	135	5	130	135	6	.....
New Mexico	1	.....	10	215	.....	215	.....	.....	.....
Washington	1	1	4	55	0	55	.....	.....	.....
Total, Part 2	312	466	1,914	a21,645	443	21,139	13,954	2,942	6,606

a Sex of 63 not

of statistics of schools for girls.

Number of students.				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.	Libraries.		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 volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
5	5	1	.....	.....	2	2	.....	.....	$10,000	.....	.....	$5,000
.....	.....	.....	.....	10	10	10	8,350	415	353,000	.....	.....	52,876
.....	.....	.....	.....	2	2	2	800	30	75,000	.....	.....	17,000
3	.....	.....	.....	11	9	13	6,400	200	242,500	$5,000	$350	17,537
.....	.....	.....	.....	2	1	2	900	.....	.....	.....	.....	2,760
.....	.....	.....	.....	3	3	3	1,200	.....	.....	.....	.....	3,313
4	.....	1	.....	1	4	5	50	5	11,000	.....	.....	2,250
.....	.....	.....	.....	6	7	7	3,100	50	235,000	.....	.....	80,000
.....	.....	.....	.....	2	3	3	.....	.....	38,000	.....	.....	3,500
1	.....	.....	.....	3	3	3	500	100	47,000	.....	.....	2,200
.....	.....	.....	.....	2	2	2	600	.....	108,000	.....	.....	9,600
6	.....	.....	.....	9	15	15	8,900	215	446,000	.....	2,020	26,226
48	3	2	.....	5	5	5	2,300	30	38,650	1,000	100	9,000
.....	.....	.....	.....	2	2	2	500	.....	42,000	.....	.....	5,000
1	.....	2	.....	13	13	11	3,750	.....	141,000	.....	.....	32,582
6	1	2	2	16	10	11	6,690	55	105,000	.....	.....	14,275
.....	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....
4	.....	2	.....	4	4	5	300	100	79,000	.....	.....	11,800
30	12	.....	.....	3	3	3	642	21	44,500	.....	.....	2,400
.....	.....	.....	.....	3	4	4	2,100	100	41,500	.....	.....	23,860
.....	.....	25	.....	1	1	1	2,000	20	25,000	0	0	8,000
.....	.....	.....	.....	1	1	1	509	.....	15,000	.....	.....	.....
4	.....	.....	.....	13	12	11	1,800	50	151,200	.....	.....	22,118
1	.....	6	.....	54	47	51	21,507	523	1,298,538	108,000	6,200	191,994
.....	.....	.....	.....	3	4	6	800	6	112,000	.....	.....	16,000
.....	.....	.....	.....	8	8	8	7,500	225	128,000	10,000	700	48,055
6	3	.....	.....	1	2	2	25	.....	23,000	.....	.....	800
.....	.....	.....	8	27	23	19	12,810	345	372,500	.....	.....	82,668
.....	.....	.....	.....	3	4	4	4,400	273	121,000	.....	.....	10,000
73	3	3	.....	1	3	4	500	.....	70,000	.....	.....	3,075
.....	.....	10	.....	7	10	11	8,000	50	157,000	.....	.....	35,300
2	2	1	.....	3	4	4	1,930	9	45,000	.....	.....	3,800
2	.....	.....	.....	3	4	4	2,525	40	20,000	.....	.....	3,000
21	.....	.....	.....	7	10	11	6,600	50	64,000	.....	.....	14,100
.....	.....	.....	.....	3	3	3	3,700	.....	110,000	.....	.....	.....
.....	.....	.....	.....	6	6	6	4,350	20	235,000	.....	.....	14,129
.....	.....	.....	.....	20	15	19	7,291	162	273,000	.....	.....	3,968
.....	.....	1	.....	.....	1	1	.....	.....	79,000	.....	4,000	.....
.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	0	1	1	.....	.....	8,000	0	0	2,000
217	29	56	10	259	263	277	133,329	3,094	5,364,388	124,000	13,370	780,186

reported.

TABLE VI.—Part 3.—*Summary of*

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	4	6	9	490	274	216	445	49	20
Arkansas	4	5	3	313	180	133	252	51	.....
California	10	13	21	882	430	452	691	86	44
Connecticut	21	27	30	1,099	603	496	815	270	71
Delaware	8	17	14	495	306	189	390	89	63
Florida	4	5	9	331	195	136	178	57	5
Georgia	73	91	59	a4,153	2,228	1,855	3,353	841	171
Illinois	14	36	35	2,282	1,199	1,083	925	316	291
Indiana	11	17	18	1,177	584	593	212	70	40
Iowa	37	60	82	a4,377	2,203	2,020	2,191	405	345
Kansas	2	3	1	78	44	34	78	.....	.....
Kentucky	28	49	52	2,377	1,234	1,143	1,747	463	293
Louisiana	2	7	10	286	157	129	286	16	181
Maine	28	39	44	a2,921	1,466	1,325	1,702	496	175
Maryland	8	23	12	1,083	723	360	934	77	760
Massachusetts	27	51	49	2,138	11,23	1,015	1,254	497	379
Michigan	2	8	7	315	181	134	312	17	284
Minnesota	9	9	25	951	454	497	792	108	268
Mississippi	6	6	15	a514	225	234	243	69	17
Missouri	9	18	20	622	360	262	496	53	16
New Hampshire	36	59	53	a3,645	1,974	1,596	2,531	733	255
New Jersey	24	59	61	a1,984	1,186	748	1,076	325	217
New York	112	252	349	a15,377	7,893	7,374	9,927	1,635	1,365
North Carolina	15	16	27	1,276	651	625	1,143	136	81
Ohio	34	57	55	a3,275	1,578	1,461	1,750	413	299
Oregon	9	16	15	912	477	435	575	55	103
Pennsylvania	37	91	95	a3,851	2,071	1,582	1,953	566	235
Rhode Island	3	8	8	265	149	116	56	88	40
South Carolina	7	11	14	a947	279	291	473	84	9
Tennessee	51	70	58	a4,400	2,372	1,948	3,287	546	147
Texas	9	19	13	892	472	420	714	132	175
Vermont	25	48	51	2,723	1,415	1,308	1,693	644	129
Virginia	5	6	4	264	148	116	250	32	11
West Virginia	3	1	20	743	315	428	663	.....	526
Wisconsin	8	19	24	987	537	450	117	139	45
District of Columbia	3	.....	4	113	61	52	77	.....	21
New Mexico	1	.....	.....	50	25	25	.....	2	.....
Utah	8	10	26	a1,365	617	598	1,147	56	35
Washington	1	3	1	24	10	14	.....	.....	.....
Total, Part 3	698	1,235	1,393	69,977	36,399	31,893	44,748	9,615	7,116

a Sex not reported

statistics of schools for boys and girls.

Number of students.							Libraries.		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.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
16	3	3	1	1	2	1	2,120	30	$12,000	.....	.....	$5,000
10	5	3	.....	.....	2	2	.....	.....	28,000	.....	.....	5,800
18	22	7	7	9	9	5	1,780	60	103,000	$6,000	$600	18,250
88	27	12	1	11	12	13	6,718	282	225,800	124,000	7,860	13,053
40	21	9	.....	4	4	4	1,230	20	91,500	1,200	.....	12,756
37	.....	4	.....	1	2	2	1,275	200	24,000	50,000	3,000	2,200
291	102	74	34	16	27	35	4,545	613	197,700	19,000	2,600	90,716
132	62	25	6	6	12	11	5,584	104	553,000	35,100	3,100	36,546
16	.....	6	2	3	5	4	5,167	52	146,000	49,500	4,950	13,300
199	109	80	5	12	18	17	9,936	627	371,200	63,700	4,950	35,526
.....	.....	.....	.....	1	1	1	40	2	8,000	0	0	.....
186	103	41	19	11	18	24	5,200	30	228,400	1,500	.....	46,800
8	0	3	0	0	1	1	2,000	.....	15,000	0	0	9,000
190	88	28	11	11	14	17	6,640	62	297,800	135,503	7,365	16,374
6	2	.....	3	4	5	4	4,800	.....	213,500	.....	500	33,475
147	20	33	11	18	13	11	15,545	636	741,099	653,301	40,413	46,938
1	.....	.....	.....	1	2	1	570	30	50,000	7,000	700	6,160
46	16	11	3	5	7	6	2,877	368	103,500	10,000	1,000	13,526
46	35	8	.....	2	3	5	1,000	200	64,200	900	900	6,200
27	20	5	.....	3	5	7	3,110	343	152,000	6,300	200	7,020
179	37	27	4	15	17	17	15,256	1,843	335,700	192,330	11,984	25,922
138	40	24	5	19	19	15	5,075	207	618,900	62,500	5,465	62,599
733	229	164	47	72	66	74	73,029	1,934	2,077,849	495,141	31,753	253,353
62	20	6	.....	2	7	7	3,623	68	56,500	6,000	600	13,153
164	123	62	.....	10	17	17	8,288	890	520,400	115,450	9,715	29,141
44	21	4	1	4	7	6	774	54	56,500	11,500	4,270	13,150
199	55	49	9	22	24	24	20,987	763	761,940	48,850	3,390	114,934
14	0	9	0	3	2	1	4,006	665	710,500	130,000	8,700	40,000
30	.....	2	.....	2	3	2	1,614	247	67,000	.....	.....	5,381
334	263	112	35	8	27	25	6,500	630	254,200	15,800	1,100	51,095
52	108	13	15	5	6	6	1,530	500	52,000	.....	.....	10,600
278	23	39	14	13	14	20	7,757	238	397,700	152,300	9,960	28,867
28	15	8	2	1	2	2	50	.....	11,700	2,000	120	4,200
.....	.....	.....	.....	1	2	1	760	20	65,000	.....	.....	6,300
3	.....	6	5	2	3	4	2,655	70	209,000	13,800	1,125	17,061
.....	.....	.....	.....	2	1	.....	.....	.....	.....	.....	.....	2,000
.....	.....	.....	.....	.....	.....	.....	.....	.....	5,000	.....	.....	250
75	89	3	2	3	6	3	1,628	160	42,000	.....	200	10,210
.....	.....	.....	.....	1	1	1	150	.....	45,000	8,000	1,000	1,500
3,837	1,664	880	242	304	386	396	233,813	11,998	9,912,588	2,416,675	167,520	1,108,356

in all cases.

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, 1875, and 1876:

	1873.	1874.	1875.	1876.
Number of institutions	86	91	102	105
Number of instructors	690	697	746	736
Number of students	12,487	11,414	12,954	12,369

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 instances they are a part of the college organization.

TABLE VII.—*Summary of statistics of preparatory schools.*

States.	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 the close of last academic year.	Entered scientific school since close of last academic year.
Alabama	1	11	.....	50	150	.....	20
California	5	34	18	40	a369	51	2
Colorado	1	3	4	2	10	0	0
Connecticut	6	56	453	83	594	46	12
Georgia	1	1	.....	.....	30	0	0
Illinois	2	21	103	33	113	6	.....
Iowa	2	8	14	3	103	.....	.....
Maine	7	32	215	4	410	47	.....
Maryland	2	14	19	2	276	5	12
Massachusetts	22	147	1,352	209	901	128	70
New Hampshire	5	41	378	40	237	74	3
New Jersey	5	31	159	24	121	30	23
New York	18	162	734	457	1,324	167	73
Ohio	4	38	338	115	428	10	4
Pennsylvania	9	55	182	57	658	24	14
Rhode Island	5	44	217	36	445	20	5
South Carolina	1	4	6	.....	89	3	.....
Texas	1	3	10	20	240	.....	.....
Vermont	2	8	60	11	35	10	5
Virginia	4	13	119	10	42	37	9
Wisconsin	2	10	36	15	166	5	.....
Total	b105	736	4,417	1,211	a6,741	663	252

a Includes 234 students unclassified.

b The table contains the names of 8 schools from which no statistics have been received.

TABLE VII.—*Summary of statistics of preparatory schools*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	500	150	$50,000	.....	.....	$900
California	5,698	191	218,000	.....	.....	19,000
Colorado	2,000	0	15,000	$0	$0	3,000
Connecticut	6,800	100	421,500	152,000	11,470	24,688
Georgia	.....	.....	5,000	0	0	.....
Illinois	5,200	250	20,000	.....	.....	5,000
Iowa	7,707	135	190,000	58,000	4,900	2,642
Maine	3,345	45	137,500	61,000	3,750	8,518
Maryland	2,500	.....	34,000	.....	.....	15,000
Massachusetts	20,750	362	885,500	340,100	23,195	140,422
New Hampshire	6,660	5	378,000	172,000	10,900	10,190
New Jersey	2,050	.....	217,000	.....	.....	7,100
New York	13,702	1,171	1,256,368	197,493	15,254	95,781
Ohio	750	40	105,000	.....	.....	38,500
pennsylvania	7,750	925	391,000	60,000	4,200	38,508
Rhode Island	4,600	195	171,000	100,000	6,000	31,316
South Carolina	.....	.....	20,000	.....	.....	127
Texas	1,200	.....	.....	.....	.....	.....
Vermont	1,000	.....	12,000	20,000	1,500	1,500
Virginia	3,775	75	57,000	.....	.....	8,000
Wisconsin	.....	.....	80,000	16,000	.....	7,856
Total	95,897	3,644	4,663,868	1,176,593	81,169	458,048

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 1876, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	33	136	175	205	209	222	225
Number of instructors	378	1,163	1,617	2,120	2,285	2,405	2,404
Number of students	5,337	12,841	11,288	24,613	23,445	23,795	23,856

TABLE VIII.—*Summary of statistics of insti-*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students.
		Total.	Male.	Female.		Number in preparatory department.
Alabama	10	85	22	63	9	217
California	2	52	6	46	25	37
Connecticut	5	46	10	36	2	40
Delaware	1	11	5	6	1	38
Georgia	19	114	41	73	17	534
Illinois	9	114	20	94	8	206
Indiana	3	19	5	14	5	70
Iowa	2	23	2	21	.....	.....
Kansas	1	10	2	8	.....	60
Kentucky	19	134	44	90	15	408
Louisiana	2	*b*8	1	4	.....	.....
Maine	1	11	7	4	.....	.....
Maryland	6	*c*61	9	44	2	90
Massachusetts	10	164	53	111	4	361
Michigan	2	19	3	16	1	48
Minnesota	2	15	3	12	.....	10
Mississippi	7	47	12	35	8	239
Missouri	11	90	19	71	6	240
New Hampshire	3	24	3	21	3	143
New Jersey	4	49	16	33	1	20
New York	16	245	46	199	25	669
North Carolina	9	96	26	70	6	138
Ohio	13	139	36	103	3	207
Oregon	1	11	0	11	.....	20
Pennsylvania	16	208	60	148	19	351
South Carolina	4	36	12	24	5	103
Tennessee	20	135	40	95	21	498
Texas	8	52	14	38	6	148
Vermont	1	10	6	4	.....	.....
Virginia	13	121	50	71	12	239
West Virginia	2	22	3	19	.....	82
Wisconsin	3	24	8	16	5	157
Total	225	2,195	584	1,600	209	5,373

a Classification not reported in all cases. *b* Sex of

tutions for the superior instruction of women.

Students.					Libraries.		Property, income, &c.			
Number in collegiate department.										
In regular course.	In special or partial course.	Graduate students.	Total number in all departments.	Number of institutions authorized by law to confer collegiate degrees.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
626	33	20	*a*964	9	11,300	.....	$445,000	.....	.....	$40,048
28	6	6	*a*699	1	3,100	50	20,000	.....	.....	.....
50	.....	.....	*a*394	.....	5,300	.....	205,000	.....	.....	2,500
92	0	.....	130	1	3,750	120	60,000	$0	$0	8,600
1,184	25	13	1,756	17	11,950	150	428,700	.....	500	68,450
477	85	15	*a*1,184	8	8,600	363	695,000	6,000	600	65,833
40	.....	3	*a*228	2	1,300	.....	115,000	.....	.....	14,431
.....	.....	.....	200	1	1,900	400	25,000	.....	.....	5,090
12	2	0	74	1	700	75	130,000	0	0	9,500
819	97	7	*a*1,837	10	9,850	375	418,500	.....	.....	36,500
29	.....	.....	*a*96	1	700	.....	30,000	20,000	1,600	1,400
24	.....	.....	120	1	2,500	860	95,000	46,000	2,800	4,300
141	1	3	391	3	8,990	75	195,000	.....	.....	16,000
517	119	.....	1,309	2	38,223	3,424	1,055,500	450,000	30,334	166,492
114	6	.....	168	.....	970	75	103,000	.....	.....	13,000
62	.....	.....	*a*178	1	525	.....	22,500	.....	.....	3,000
430	19	3	691	7	5,400	185	242,000	.....	.....	28,600
390	10	16	*a*987	7	3,000	50	312,000	20,000	1,200	31,000
92	20	15	270	2	2,350	170	135,000	154,000	11,040	3,925
78	6	5	*a*381	2	2,200	.....	315,000	.....	.....	15,000
284	30	22	*a*2,845	4	21,768	480	2,123,200	43,300	2,524	185,099
354	28	2	*a*917	6	5,700	.....	285,000	5,500	330	54,380
908	101	14	*a*1,416	5	12,450	230	945,000	5,000	300	113,792
110	10	0	140	0	400	0	25,000	.....	.....	.....
413	81	6	*a*1,209	6	16,925	555	837,000	49,950	2,475	97,407
248	31	4	*a*463	4	1,250	100	105,000	1,500	.....	12,500
1,185	144	30	*a*2,297	20	28,500	930	614,500	30,000	2,100	77,331
258	9	3	*a*554	6	1,150	.....	121,500	10,000	500	18,800
58	41	.....	99	1	775	15	110,000	.....	.....	3,400
483	28	4	*a*1,274	11	5,300	100	425,000	.....	.....	45,000
81	4	.....	*a*217	1	600	.....	.....	.....	.....	.....
84	36	1	*a*368	3	1,400	105	185,000	.....	.....	25,000
9,671	972	192	*a*23,856	143	218,826	8,827	10,823,400	841,250	56,303	1,166,283

3 teachers not given. *c* Sex of 8 teachers not given.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama	34	Missouri	15
California	6	New Jersey	10
Delaware	13	New York	15
Georgia	132	North Carolina	22
Illinois	42	Ohio	71
Indiana	6	Pennsylvania	41
Kansas	2	South Carolina	14
Kentucky	39	Tennessee	130
Louisiana	8	Texas	11
Maine	5	West Virginia	8
Maryland	21	Wisconsin	16
Minnesota	3		
Mississippi	26	Total	690

In the study of these statistics many important lessons will be found upon the very surface of the tables. In endeavoring, however, to understand the comparative merits of the several institutions there should be careful consultation of their programmes of study and of the work actually accomplished by the several pupils in each. Whatever the improvements in superior instruction for women have been in the past, it is clear to a careful observation running through a series of years that improvement is steadily progressing. Woman has a larger participation in the instruction given in colleges first established exclusively for men; and those devoted solely to the purpose of imparting to her this grade of instruction are increasing in their endowments, in their appliances, and in the thoroughness of their work. Vassar has been strengthened by the establishment of Wellesley and Smith; and no doubt, ere long, preparatory schools intended to fit young women to enter these colleges will come into existence, with ample provisions and able instructors. Having important bearing upon the value of diplomas given and the elevation of the standard of superior instruction for women, I may call attention to the

HARVARD EXAMINATIONS FOR WOMEN.

In his last annual report, the president of the university says:

"The examinations for women, first held in 1874, have proved useful and will hereafter be a regular part of the work of the university. Local committees were organized in 1875–'76 for conducting these examinations at New York and Cincinnati, and accordingly examinations will be held simultaneously in the first fortnight of June, 1877, at Cambridge, New York, and Cincinnati."

The following paragraphs from the last university catalogue will indicate the character of the examinations:

"The examinations are of two grades:

"I. A general or preliminary examination.

"II. An advanced examination for those who have passed the preliminary examination.

"Preliminary examination.

"The preliminary examination embraces the following subjects: English, French, physical geography, either elementary botany or elementary physics, arithmetic, algebra through quadratic equations, plane geometry, history, and any one of the three languages — German, Latin, and Greek.

"This examination can be taken as a whole only by young women who are at least seventeen years old. It may, however, at the option of the candidate, be divided between two years; and, in this case, the minimum age of admission is sixteen years. No candidate will, in any case, be admitted to examination on a part of any subject; and no account will be made of a partial examination unless the candidate has passed satisfactorily in at least three subjects. If the candidate passes in three or more subjects, the results of the partial examination will be recorded by the university; but no certificate will be given until the whole examination has been passed.

"Candidates who divide the preliminary examination will be expected to attain a somewhat higher degree of excellence than those who present the nine subjects at once.

"*Advanced examination.*

"The advanced examination is for young women who have passed the preliminary examination, and who are not less than eighteen years old. It is divided into five sections, in one or more of which the candidate may present herself. These sections are as follows:

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

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

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

"4 *History.*— In 1877, candidates may offer either of the two following subjects: (1) The history of Continental Europe during the period of the Reformation, 1517–1648; (2) English and American history from 1688 to the end of the eighteenth century.

"5. *Philosophy.*— Candidates may offer any three of the followingsubjects: Mental philosophy, moral philosophy, logic, rhetoric, political economy."

Candidates who successfully pass the examinations, receive certificates from the university.

HARVARD UNIVERSITY.

PRELIMINARY EXAMINATION FOR WOMEN.

A——— B——— has passed (passed with distinction) (passed with the highest distinction) the preliminary examination, held at ——, on the —— of ——, 187–, under the direction of the Faculty of Harvard College, and is entitled to proceed to the advanced examination.

——— ———,
President.

CAMBRIDGE, *August* 1, 187–.

HARVARD UNIVERSITY.

ADVANCED EXAMINATION FOR WOMEN.

A ——— B ——— having duly passed the preliminary examination on the —— of ——, 187–, has been admitted to the advanced examination in the section (sections) of ——, and has passed (passed with distinction) (passed with the highest distinction) the prescribed examinations in ——, held at ——, under the direction of the Faculty of Harvard College, on the —— of ——, 187–.

——— ———,
President.

CAMBRIDGE, *August* 1, 187–.

Notice of intention to be candidates must be sent to the secretary of the Woman's Education Association, 94 Chestnut street, Boston, or to the secretary of the New York local committee, 60 Fifth avenue, New York, before April 1, 1877. A pamphlet, containing full lists of books and specimen examination papers, and such further information as may be desired, will be furnished on application.

Young women in narrow circumstances will be aided in meeting the cost of these examinations. Applicants for such aid should address the secretary of the Education Association or the secretary of the local committee as above, stating their circumstances fully, the amount of help they need, the kind of assistance they would prefer, whether a remission of fees, a loan, or gratuitous board and lodging during the examination, and inclosing certificates of scholarship and character from their teachers.

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 1876, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	266	290	298	323	343	355	356
Number of instructors	2,823	2,962	3,040	3,106	3,783	3,999	3,920
Number of students	49,163	49,827	45,617	52,053	56,692	58,894	56,481

TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and 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 classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number four years.	Number three years.	Number over four years.	Number having only elective courses.
Alabama	4	4	0	0	3	1	0	0	0	1	0	2	1
Arkansas	4	4	0	0	4	0	0	1	0	3	1	0	0
California	12	12	0	2	9	1	0	2	2	8	0	2	0
Colorado	1	1	0	0	0	0	1	1	1	0	0	0	0
Connecticut	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia	7	7	0	0	6	0	1	1	1	4	0	1	1
Illinois	23	26	2	3	24	1	0	5	0	27	0	1	0
Indiana	17	16	1	0	16	1	0	0	1	10	0	6	0
Iowa	18	16	2	0	17	1	0	2	0	17	0	1	0
Kansas	8	8	0	1	6	1	0	2	0	8	0	0	0
Kentucky	15	15	0	1	14	0	0	5	0	11	0	4	0
Louisiana	6	6	0	2	4	0	0	1	0	4	1	1	0
Maine	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland	8	8	0	0	8	0	0	1	0	5	0	2	1
Massachusetts	7	7	0	0	7	0	0	1	0	7	0	0	0
Michigan	9	9	0	1	8	0	0	2	1	7	0	1	0
Minnesota	6	6	0	0	3	1	2	3	2	3	0	1	0
Mississippi	4	4	0	0	4	0	0	0	0	3	0	0	1
Missouri	18	18	0	4	13	0	1	2	3	14	0	1	0
Nebraska	2	2	0	0	2	0	0	0	0	2	0	0	0
Nevada	1	0	1	1	0	0	0	1	1	0	0	0	0
New Hampshire	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey	4	3	1	0	4	0	0	0	0	2	0	2	0
New York	26	22	4	1	25	0	0	3	0	21	0	5	0
North Carolina	8	8	0	1	7	0	0	1	1	7	0	0	0
Ohio	32	32	0	2	28	0	2	4	1	27	0	4	0
Oregon	6	6	0	1	4	0	1	3	1	4	0	1	0
Pennsylvania	29	29	0	1	28	0	0	3	1	22	0	6	0
Rhode Island	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina	6	6	0	0	6	0	0	0	0	5	0	0	1
Tennessee	23	23	0	3	18	0	2	7	2	18	0	0	3
Texas	9	7	2	3	6	0	0	2	2	6	0	0	1
Vermont	3	3	0	0	3	0	0	0	0	3	0	0	0
Virginia	8	8	0	0	8	0	0	0	0	4	0	0	4
West Virginia	3	3	0	0	3	0	0	0	0	3	0	0	0
Wisconsin	10	9	1	1	9	0	0	0	0	10	0	0	0
Dist. of Columbia	4	4	0	0	4	0	0	0	0	4	0	0	0
Utah	1	1	0	1	0	0	0	0	1	0	0	0	0
Total	356	342	14	29	310	7	10	53	21	279	2	41	13

TABLE IX.—*Summary of statistics of*

States and Territories.	No. of universities and 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	2	71	71	.....	12	23	131	41	316	.....	.....	.....	.....	.....
Arkansas	4	4	169	128	41	33	38	.....	20	104	15	5	6	3	4
California	12	18	809	549	260	123	209	758	163	831	322	74	62	103	39
Colorado	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	3	.....	.....	.....	.....	.....	.....	.....	57	856	824	5	12	.....	67
Delaware	1	0	0	0	0	0	0	.....	7	40	.....	.....	.....	.....	1
Georgia	7	7	268	191	77	20	.....	.....	50	488	286	12	65	15	.....
Illinois	28	62	a3, 905	2, 536	995	793	1, 143	117	244	1, 530	750	140	332	221	35
Indiana	17	42	1, 444	1, 064	380	594	217	320	131	1, 307	693	117	250	104	11
Iowa	18	35	2, 348	1, 441	907	265	261	297	144	954	392	164	117	107	6
Kansas	8	5	809	465	344	88	327	100	48	167	60	30	33	25	3
Kentucky	15	18	930	729	201	216	131	.....	94	902	256	23	82	67	7
Louisiana	6	9	387	277	110	15	.....	.....	34	54	42	5	7	.....	1
Maine	3	.....	.....	.....	.....	.....	.....	.....	30	360	305	13	42	.....	3
Maryland	8	12	196	187	9	61	71	.....	98	644	138	38	.....	.....	63
Massachusetts	7	10	200	200	.....	200	.....	.....	113	1, 668	1, 618	37	13	.....	62
Michigan	9	17	a1, 239	529	356	189	262	.....	114	811	b323	57	c168	54	34
Minnesota	6	3	412	293	119	153	86	99	48	154	80	3	45	26	5
Mississippi	4	6	290	246	44	36	69	.....	21	189	85	3	35	4	3
Missouri	18	32	a1, 279	718	258	431	189	.....	171	921	281	46	103	56	31
Nebraska	2	.....	250	129	121	106	82	.....	13	92	25	4	8	14	.....
Nevada	1	1	31	15	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	.....	.....	.....	.....	16	249	249	.....	.....	.....	.....
New Jersey	4	.....	18	18	.....	7	11	.....	58	712	537	.....	54	.....	4
New York	26	71	2, 644	2, 214	430	983	227	.....	449	3, 015	1, 525	293	565	91	51
North Carolina	8	7	784	624	160	230	238	.....	54	383	289	24	17	.....	.....
Ohio	32	47	a2, 568	1, 899	605	789	711	258	239	2, 220	d978	123	293	332	42
Oregon	6	9	307	169	138	62	97	.....	21	210	14	3	54	77	.....
Pennsylvania	29	46	a2, 064	1, 503	161	767	481	.....	345	2, 242	1, 421	95	522	86	24
Rhode Island	1	.....	.....	.....	.....	.....	.....	.....	16	219	219	.....	.....	.....	1
South Carolina	6	4	211	211	.....	94	86	.....	38	351	213	.....	65	.....	.....
Tennessee	23	33	a1, 723	1, 149	355	341	293	.....	157	1, 029	395	67	85	63	15
Texas	9	17	939	635	304	72	48	.....	65	457	302	29	81	23	71
Vermont	3	.....	.....	.....	.....	.....	.....	.....	23	169	107	12	.....	.....	4
Virginia	8	3	162	162	.....	44	11	.....	80	998	182	.....	.....	.....	3
West Virginia	3	5	56	53	3	18	16	.....	25	164	71	.....	58	.....	1
Wisconsin	10	28	a1, 041	824	152	368	366	25	89	689	311	33	172	82	6
Dist. of Columbia	4	15	254	254	.....	37	14	.....	36	152	96	.....	2	.....	.....
Utah	1	.....	320	178	142	.....	.....	4	.....	.....	.....	.....	.....	.....	.....
Total	356	568	a28, 128	19, 661	6, 688	7, 147	5, 707	2, 109	3, 352	25, 647	13, 404	1, 455	3, 348	1, 555	597

a Sex not reported in all cases. *b* Also 37 sex not given. *c* Also 63 sex not given.
d Also 363 sex not given.

universities and colleges—Continued.

Volumes in libraries.			Property, income, &c.					
Number in college libraries.	Increase in the last collegiate year.	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.
12,100	660	2,60	$410,000	$312,000	$25,600	$55,560	.....	.....
660	119	100	139,600	22,000	2,600	3,000	.....	.....
34,054	1,999	11,625	1,429,000	905,700	15,100	110,950	.....	$45,700
125,000	.....	20,000	570,000	618,083	37,203	68,008	.....	60,000
6,000	.....	1,200	75,000	83,000	5,000	1,000	$3,000	0
25,550	1,300	16,500	540,000	442,202	33,935	7,750	13,000	.....
86,052	1,367	17,785	2,905,900	1,038,883	116,358	87,552	.....	9,500
72,785	1,410	18,147	1,233,300	831,412	54,580	26,822	23,000	32,600
34,788	967	5,400	981,000	703,296	56,722	39,232	23,000	31,500
19,700	860	2,400	560,000	67,300	5,213	17,200	22,419	11,650
25,497	637	9,200	926,000	660,000	20,176	67,168	240	100,000
21,650	1,250	2,250	310,055	138,000	.....	25,931	.....	.....
35,278	2,245	16,200	330,000	558,022	36,045	22,675	.....	107,000
43,550	775	4,050	253,000	3,000,000	180,000	9,445	31,890	.....
248,455	5,889	17,318	1,400,000	3,635,231	82,396	131,915	.....	596,331
40,898	1,476	4,557	1,153,250	613,926	81,818	6,335	.....	128,000
14,440	265	1,118	472,148	390,660	23,021	5,648	19,000	5,200
7,640	40	4,000	375,905	152,500	7,125	6,220	40,000	....
71,200	2,140	12,000	1,292,000	701,000	113,967	112,055	.....	79,600
2,250	250	.....	180,000	20,000	2,000	700	20,000	.....
48,000	650	.....	160,000	400,000	25,000	15,000	750	100,000
47,000	2,000	18,500	1,370,000	1,263,666	82,748	39,581	.....	91,000
219,402	8,016	24,600	7,315,443	8,925,064	472,128	378,894	188,607	321,077
26,200	425	30,560	422,000	248,000	8,000	34,985	.....	.....
112,459	2,711	55,370	2,908,973	2,334,184	164,390	161,487	.....	262,700
5,812	73	30	137,000	177,000	17,490	7,189	5,000	20,500
130,795	1,845	72,288	5,314,500	2,140,076	143,925	245,698	.....	98,000
46,000	824	0	1,500,000	718,753	46,094	27,629	0	83,816
50,500	380	6,400	750,000	410,000	30,500	3,640	42,100	115,000
39,401	1,460	10,300	1,327,000	852,300	56,468	63,171	.....	43,000
7,250	982	400	285,000	29,000	1,600	41,400	.....	.....
31,827	950	4,100	389,100	209,250	13,755	3,857	3,600	83,500
89,580	600	22,500	1,265,000	359,000	23,650	41,255	30,000	13,000
7,074	212	3,100	290,000	145,778	9,800	4,206	26,125	.....
40,600	2,327	5,250	965,050	661,389	55,775	107,603	17,303	20,000
47,100	350	5,610	1,020,000	145,000	10,000	1,200	.....	18,000
2,553	159	.....	1,500	.....	.....	2,856	5,000	.....
1,879,103	47,613	425,458	40,956,724	33,911,675	2,060,182	1,984,811	514,034	2,476,674

Many questions are agitated in regard to the administration of superior instruction,—some would have it altogether under the control of the State, others that of the church; some would leave the course of study altogether optional with the students, others without any option; some would introduce coeducation of the sexes, others would exclude it. It seems to me that any unbiased mind will hardly observe the facts that are passing in review before this Office without a profound conviction that no procrustean plan can suffice to meet the demands of our civilization, and that what we need is this—great liberty, great variety, action by each the church and the state, and by corporations measurably independent and self-perpetuating. There may be evils in each, but there is greater security in all than in any one of the forms of administering superior instruction. It is no doubt true that this grade of instruction is injured in some quarters by a multiplication of institutions; but a sound and well informed public sentiment will after a time correct any errors in the minds of those who have the money to endow institutions of this grade and of those who have the aptitude to organize them. The increase of expense to the student is here and there alarming, as it points to the larger and larger exclusion of those able and aspiring youth who have not the money at command to meet the required expenditure, but from whose ranks in all time there have come many of the foremost men in all pursuits. The State college with free tuition still offers them an open way, and suggests to privately endowed institutions that their method of securing the same class of minds is by benefactions that will make their instruction free also. The most serious increase of expenses is not connected with the administration of the college, but arises from those incidental expenditures now becoming common among the students themselves. No well-wisher of learning can contemplate these without alarm. College officers, parents, young men, and the public at large must unite their corrective endeavors. There are some questions, however, connected with the administration of superior instruction in connection with which there could no doubt be great improvement made in different colleges. Some of these may be enumerated, though space would not permit their discussion. First, the communication between the institution for superior instruction and its alumni; second, communication between the institution and the general public; third, the connection between the institutions for superior instruction and those for secondary instruction; fourth, the relation of the faculty to the board of trustees in the administration of the college; fifth, the duties that shall be demanded of the president, and what assistants he shall have; sixth, the relation of the teacher in this grade of instruction to the theory and practice of education in the United States.

What does college education accomplish? This question, so often raised, has received no full and complete answer. Evidently the most important considerations bearing upon it are to be found in the answer to the question, "What do college alumni do?" Even an answer to this question is beset with serious difficulties on account of the lack of records. Many colleges have not a complete set of their own catalogues; and no one even of the older colleges has full knowledge of the career of its alumni. The necessity of some fuller information on this point was so keenly felt that early after entering on my duties here, inquiries were commenced looking to more definite results. The information that came to hand was worked up by Dr. Charles Warren, my chief clerk. In the midst of all the difficulties, it was found that the best opportunities for studying the facts were offered, at the time, in connection with Harvard, Yale and Dartmouth Colleges and Wesleyan University. Information was therefore collected respecting twenty-four classes graduated by Harvard, from the year 1836 to the year 1859 inclusive, comprising 1,637 men; twenty-eight classes of Wesleyan University, from 1833 to 1860 inclusive, containing 681 graduates; the Yale classes of 1837 and 1839 to 1843, inclusive, 1846 and 1848 to 1860, inclusive—twenty in all— comprising 1,920 graduates; and the twenty-four classes of Dartmouth College from 1837 to 1860, inclusive, comprising 1,344 men. These 5,582 persons formed the basis of the investigation.*

* Published in the Circular of Information for March, 1872.

Where born.— Of the 1,608 alumni of Harvard College whose birth-States were known, nearly three-fourths were born in Massachusetts, and four-fifths in New England. Nearly one-half the rest were born in the Northern States, and nine in foreign countries. More than one-twelfth of the graduates for the twenty-four years were born in the South. Twenty-five States and some foreign countries are represented in the list.

It is not known where 234 of the 681 graduates of Wesleyan University were born. Of the 447 known cases, more than one-half were born in the Eastern States; nearly all the rest in the Northern States. Nearly one-sixth of the number known were born in Connecticut, another sixth in Massachusetts, and more than one-third in New York; so that these three States produced two-thirds of the graduates.

Of 1,894 Yale alumni, more than one-half were born in the New England States, and more than one-third in the other Northern States. Nearly one-seventh of the number were born in Massachusetts, and more than one-fifth in New York. Less than one-third were born in Connecticut.

Of 1,327 Dartmouth alumni, more than one-half were born in New Hampshire; less than 100 were born out of New England.

Of the 5,276 cases thus reported, more than twice as many were born in Massachusetts as in Connecticut; New Hampshire produced more than Connecticut; about five-sevenths of the whole number were born in New England, and nearly one-eighth in New York. Four men born in Connecticut went to Harvard, and 9 to Dartmouth, while 254 born in Massachusetts and 34 born in New Hampshire, went to Yale; 84 New Hampshire men went to Harvard, and 209 Massachusetts men went to Dartmouth, and about 77 per cent. of college bred men born in Vermont went to Dartmouth.

Age at graduation.— Of 1,630 Harvard alumni whose ages at graduation were given, seven-eighths graduated between 18 and 22. The youngest graduates were 16 and the oldest 31; nearly three-tenths of the whole number graduated at 20. The youngest average age of any class was 19.82 years; the oldest average age was 21.85 and the general average for the whole time was 20.65 years.

The graduation age of only 451 Wesleyan graduates was given; the general average was 23.85 years.

The average age of the youngest class was 22 years, and of the oldest 26.8 years. Seven-ninths of the graduates were from 20 to 26 years old. Nineteen graduated at 30 and over.

Of 1,907 Yale alumni about seven-eighths were from 19 to 25 years old; nearly 400 graduated at 20. The general average was 22.06 years. Less than 1 in 100 graduated at 30 and over.

One thousand three hundred and eighteen Dartmouth alumni had at graduation a general average age of 23.57 years. The highest average age of any class was 24.15 years, and the lowest 22.83 years. Seven-tenths of the whole number graduated between 21 and 26.

On comparing the graduation ages in these four colleges, the Dartmouth and Wesleyan alumni appear to be the oldest and the Harvard men the youngest; of 750 who graduated under 20. 453 were at Harvard, 204 at Yale, 70 at Dartmouth, and only 23 at Wesleyan; of 142 who graduated at 29 and over, 8 were at Harvard, 34 at Yale, 40 at Wesleyan, and 60 at Dartmouth. Of the 5,306 alumni tabulated more than 36½ per cent. graduated at 20 and 21.

Percentage of deaths.— Of 1,637 Harvard alumni, 310 were dead, being about 19 per cent. In the earlier classes of the quarter century, one-third, and in the later years, one-sixth of the members had gone. The proportion of deaths in each class was not, however, regular in proportion to its position; the class of 1848, for example, had been unfortunate, while the class of 1855 had lost very few.

Of 681 Wesleyan alumni, 119, or 17½ per cent., were dead. The classes of 1853 and 1856 had lost only one member each. The class of 1836 had lost only 12 per cent. of its members.

Yale lost nearly 20 per cent. of her 1,920 tabulated alumni. The class of 1858 had lost only 9 per cent., and that of 1855 only 10 per cent.; the three earliest classes had lost 32 per cent. each.

Twenty-two per cent. of Dartmouth alumni were dead. The classes suffering most severely had lost 38 per cent., and those suffering least 8 per cent.

On comparing the percentage of deaths in these colleges with each other, we see that that of Wesleyan is 2 per cent. less than that of Harvard, 3 per cent. less than that of Yale, and 5 per cent. less than that of Dartmouth. The records of Wesleyan University were, however, so imperfect as to materially vitiate this conclusion.

Age at death.— Of 307 Harvard alumni whose age at death was given 69, or 21 per cent., died between 20 and 25; 88, or 29 per cent., died between 26 and 30; 59, or 19 per cent., died between 31 and 35; 50, or 18 per cent., died between 36 and 40; 21, or 7 per cent., died between 41 and 45; 16, or 5 per cent., died between 46 and 50; and 4, or 1 per cent., died between 51 and 53.

Of 53 deaths out of these 307, 27 were in battle or from wounds received in action; 15 from diseases directly contracted in the service; 1, an army officer, was drowned

at sea while on a health furlough; 1 died two years after resignation from causes not specified, and 9 had died after the war from causes which do not appear to have any connection with the service, though included in the Harvard army roll.

Of 119 dead alumni of Wesleyan, the ages of 57 were given, viz: 8 between 23 and 25; 7 between 26 and 30; 11 between 31 and 35; 15 between 36 and 40; 6 between 41 and 45; 3 between 46 and 50; and 7 between 51 and 55.

Only 26¼ per cent. of the known deaths occurred at or before 30 years of age; and while the Harvard table showed only 6 per cent. of deaths after 45, this table has 17½ per cent. after that age.

The ages of 372 Yale graduates at death were also known. Of these about 16 per cent. died between 20 and 25; 28 per cent. died between 26 and 30; 23⅓ per cent. died between 31 and 35; 16⅓ per cent. died between 36 and 40; 8 per cent. died between 41 and 45; 5⅓ per cent. died between 46 and 50; and 3 per cent. died between 51 and 59. Here 42 per cent. died at or before 30 years of age and 8⅓ per cent. after 45 years.

Of the 288 Dartmouth alumni whose ages at death were known there died 16⅔ per cent. at or before 25; 29½ per cent. between 26 and 30; 18⅔ per cent. between 31 and 35; 17¼ per cent. between 36 and 40; 10⅔ per cent. between 41 and 45; 4½ per cent. between 46 and 50; and 2⅔ per cent. between 51 and 56.

Further study of the ages at death of the 1,024 alumni thus enumerated develops the fact that the numbers who died increased every year, till between 25 and 30 we have the first maximum loss. The mortality then decreased gradually till 34, when there began a sharp increase, culminating in the second maximum loss at 38. The top of the third wave, if the expression be permissible, was at 47–49. After this age the deaths decreased in number gradually to the end of the table.

From this it seems that a good many young men die shortly after completing their collegiate and professional studies; that another fatal period comes after the strenuous and exhausting labors of early manhood, and a third soon after the sun of life passes the zenith.

Much of this loss in the first decade of post graduate life depended in these classes on the war; but there is a large number apparently caused by injudicious study and violation of other hygienic laws during and after college life.

Ages of the living.—Of 1,320 living Harvard alumni whose ages were known the average age for the 24 years was 42.42 years. The average ages of the classes decrease pretty regularly from about 55 years in the earliest to 35½ years in the latest one.

The age of 395 living Wesleyan alumni is known. The class of 1833 averaged 61 years; the class of 1860, 33½ years. The general average was 45.24 years.

The average age of the 1,520 living Yale alumni was 43.09 years. The class of 1837 has an average age of 55½ years; the class of 1860 an average age of 33½ years.

The 1,036 living Dartmouth alumni had a general average age of 45.20 years. The class averages range from 57.14 years to 34.85 years.

Of these 4,271 living alumni the average age in general was almost 44 years. There are no ages which so thoroughly unite strength, health, activity, and endurance in brain work.

It was also observed that the average age of the Harvard class of 1849 was very close to the average age of the Harvard alumni represented. The Wesleyan class of 1850 was pretty close to the Wesleyan average. The Yale class of 1851 and the Dartmouth class of 1849 were also near the respective general averages of those institutions.

This indicates that a college class from 20 to 22 years after its graduation is a fair representative of the best portion of the alumni of the college then living.

Average time after graduation.—These 5,295 alumni had, on an average, 19.44 years each after graduation, or an aggregate of more than 100,000 years, for work.

The colleges thus return to the community, in exchange for the wealth diverted to their endowment and support, a body of trained workers whose powers, exerted in every department of life, make themselves everywhere felt in the active work of the world, thus adding to the material prosperity of the country. Nor should it be forgotten that these seats of learning foster and encourage that intellectual life without which no nation can hope to advance or long endure.

Occupations of college graduates.—The occupations were given of 622 Harvard graduates, of 570 Wesleyan graduates, of 1,772 Yale graduates, and of 1,254 Dartmouth graduates. Of these 4,218 alumni there were about 26 per cent. clergymen, 33¼ per cent. lawyers, 13 per cent. physicians, 13¾ per cent. instructors, and the rest were engaged in various kinds of business,—journalism, commerce, manufactures, &c.

Nearly 45½ per cent. of the Wesleyan alumni were clergymen; more than 40½ per cent. of the Harvard alumni were lawyers; of the Yale men 34½ per cent. were lawyers, and 23½ per cent were clergymen.

The medical alumni of Harvard outnumbered the clerical, and Dartmouth showed more of them than Yale.

It will be understood that these numbers were compiled in the winter of 1870–'71.

In addition to the inquiries in answer to which the above results were reached,

others were addressed to these colleges for the statistics of insanity, crime, and pauperism among the college graduates.

From Dartmouth no answer was received.

The secretary of Harvard writes: "We have no means of answering the inquiries contained in your letter."

President Porter answers for Yale: "So far as my knowledge at present extends, not more than eight of the academical graduates of this college between 1836 and 1860 have become insane, while none are known to have been convicted of crime or to have become paupers or dependent on the public for support."

President Cummings, of the Wesleyan University, writes: "I know of no one of the alumni of Wesleyan University who has become insane; none who are known to have been convicted of crime; none who have become paupers; none who have become or are dependent on the public for support."

Another inquiry was designed to show where our college students in the year 1870–'71 came from and where they matriculated.* The table given below shows in parallel columns, first, the number of collegiate students matriculated in each State and Territory; secondly, the number who resided in each State and Territory; thirdly, the number who attended colleges in their own State; fourthly, the number who attended from other States, or the non-resident attendance; and, fifthly, the number who attended in other States, or the resident non-attendance.

* Published in the Circular of Information for March, 1872.

States and Territories.	Number of college students attending—				
	In each State.	From each State.	In their own State.	From other States.	In other States.
Alabama	242	359	228	14	131
Arkansas	54	90	47	7	43
California	243	271	235	8	36
Connecticut	887	332	244	643	88
Delaware	28	53	21	7	32
Florida	.....	22	.....	.....	22
Georgia	515	539	460	55	79
Illinois	919	1,106	743	176	363
Indiana	999	928	780	219	148
Iowa	483	535	411	72	124
Kansas	8	39	8	.....	31
Kentucky	724	604	457	267	147
Louisiana	117	224	111	6	113
Maine	258	323	211	47	112
Maryland	120	279	75	45	204
Massachusetts	1,186	902	656	530	246
Michigan	763	558	473	290	85
Minnesota	44	72	39	5	33
Mississippi	138	252	113	25	139
Missouri	441	563	382	59	181
Nebraska	2	17	.....	2	17
Nevada	.....	3	.....	.....	3
New Hampshire	381	225	139	242	86
New Jersey	542	466	225	317	241
New York	2,213	2,442	1,668	545	774
North Carolina	324	351	257	67	94
Ohio	1,639	1,710	1,301	338	409
Oregon	71	72	67	4	5
Pennsylvania	1,622	1,669	1,195	427	474
Rhode Island	220	146	109	111	37
South Carolina	159	233	124	35	109
Tennessee	246	368	178	68	190
Texas	158	272	156	2	116
Vermont	181	305	137	44	168
Virginia	1,093	564	499	594	65
West Virginia	153	137	62	91	75
Wisconsin	415	421	311	104	110
Arizona	.....	1	.....	.....	1
Colorado	.....	3	.....	.....	3
District of Columbia	129	100	57	72	43
Idaho	.....	1	.....	.....	1
Indian Territory	.....	8	.....	.....	8
Montana	.....	2	.....	.....	2
New Mexico	.....	3	.....	.....	3
Utah	107	108	107	.....	1
Washington	.....	6	.....	.....	6
Foreign	.....	140	.....	.....	140
Total	17,824	17,824	12,286	5,538	5,538

As a test of the estimation in which the opportunities for superior instruction afforded in each State were held by those interested the foregoing table excited much interest. Had time and other duties permitted, the investigation would have been repeated during the present year.

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	316	104	747	1,167
Arkansas	108	67	.....	175
California	870	142	662	1,674
Colorado	.....	47	.....	47
Connecticut	923	230	354	1,507
Delaware	41	34	92	167
Florida	.....	.....	.....	.....
Georgia	488	93	1,222	1,803
Illinois	1,565	386	978	2,929
Indiana	1,318	18	158	1,494
Iowa	960	302	200	1,462
Kansas	170	303	14	487
Kentucky	909	105	1,429	2,443
Louisiana	55	115	96	266
Maine	363	93	120	576
Maryland	707	392	301	1,400
Massachusetts	1,730	534	948	3,212
Michigan	845	166	120	1,131
Minnesota	159	9	168	336
Mississippi	192	.....	452	644
Missouri	952	104	747	1,803
Nebraska	92	13	.....	105
Nevada	.....	.....	.....	.....
New Hampshire	249	104	127	480
New Jersey	716	184	361	1,261
New York	3,066	1,631	2,176	6,873
North Carolina	383	61	779	1,223
Ohio	2,262	149	1,209	3,620
Oregon	210	57	120	387
Pennsylvania	2,266	387	858	3,511
Rhode Island	220	32	.....	252
South Carolina	351	100	360	811
Tennessee	1,044	124	1,799	2,967
Texas	528	90	406	1,024
Vermont	173	28	99	300
Virginia	1,001	457	1,035	2,493
West Virginia	165	.....	135	300
Wisconsin	695	.....	211	906
District of Columbia	152	.....	.....	152
Total	26,244	6,661	18,483	51,388

Statistical 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	21	.....	12	8	50	23	.....	114
Arkansas	10	.....	33	5	.....	38	153	239
California	42	18	123	22	40	209	0	454
Colorado	.....	4	.....	.....	2	.....	.....	6
Connecticut	130	453	.....	37	83	.....	.....	703
Delaware	50	.....	0	26	.....	0	0	76
Florida	37	.....	.....	.....	.....	.....	.....	37
Georgia	424	.....	20	151	.....	.....	245	840
Illinois	137	103	793	66	33	1,143	.....	2,275
Indiana	16	.....	594	7	.....	217	49	883
Iowa	205	14	265	109	3	261	.....	857
Kansas	.....	.....	88	.....	.....	327	.....	415
Kentucky	238	.....	216	131	.....	131	.....	716
Louisiana	69	.....	15	15	.....	.....	61	160
Maine	199	215	.....	88	4	.....	.....	506
Maryland	89	19	61	24	2	71	10	276
Massachusetts	166	1,352	200	22	209	.....	.....	1,949
Michigan	1	.....	189	.....	.....	262	.....	452
Minnesota	62	.....	153	21	.....	86	2	324
Mississippi	101	.....	36	76	.....	69	41	323
Missouri	57	.....	431	20	.....	189	19	716
Nebraska	.....	.....	106	.....	.....	82	.....	188
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	179	378	.....	37	40	.....	.....	634
New Jersey	244	159	7	75	24	11	35	555
New York	1,378	734	983	708	457	227	.....	4,487
North Carolina	231	.....	230	63	.....	238	.....	762
Ohio	182	338	789	125	115	711	31	2,291
Oregon	90	.....	62	24	.....	97	.....	273
Pennsylvania	499	182	767	187	57	481	87	2,260
Rhode Island	14	217	.....	.....	36	.....	.....	267
South Carolina	103	6	94	3	.....	86	.....	292
Tennessee	367	.....	341	276	.....	293	176	1,453
Texas	54	10	72	110	20	48	.....	314
Vermont	293	60	.....	28	11	.....	.....	392
Virginia	163	119	44	65	10	11	44	456
West Virginia	.....	.....	18	.....	.....	16	.....	34
Wisconsin	3	36	368	.....	15	366	.....	788
District of Columbia	58	.....	37	28	.....	14	.....	137
Indian Territory	3	.....	.....	.....	.....	.....	.....	3
New Mexico	5	.....	.....	.....	.....	.....	.....	5
Utah	75	.....	.....	89	.....	.....	.....	164
Total	5,995	4,417	7,147	2,646	1,211	5,707	953	28,076

Summary of college entrance examinations in 1876.

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.
Judson University	Judsonia, Ark	17	.....	5	3	8	(a)	2	1	4	5	2
Pierce Christian College	College City, Cal	160	.....	....	....	100	60	....	....	....	....	....
St. Mary's College	San Francisco, Cal	34	.....	....	....	(21)		....	....	....	(13)	
College of Our Lady of Guadalupe.	Santa Ynez, Cal	65	47	....	....	....	.....	0	0	0	....	....
Carthage College	Carthage, Ill	25	20	2	0	3	0	3	0	4	0	4
Northwestern University.	Evanston, Ill	90	25	21	3	10	.....	....	....	....	....	16
Ewing College	Ewing, Ill	28	11	8	2	3	.....	....	....	....	....	....
Knox College	Galesburg, Ill	28	17	6	0	6	0	2	0	2	0	2
Lombard University	Galesburg, Ill	18	10	3	5	0	0	5	2	3	0	0
Shurtleff College	Upper Alton, Ill	31	24	3	3	4	.....	....	2	....	....	2
Wheaton College	Wheaton, Ill	20	13	3	1	3	.....	....	....	....	....	....
Indiana University	Bloomington, Ind	62	40	14	0	8	0	0	0	3	3	3
Indiana Asbury University.	Greencastle, Ind	89	73	5	5	3	3	....	....	....	....	....
Northwestern Christian University.	Irvington, Ind	154	100	20	13	17	.....	....	....	....	6	....
Earlham College	Richmond, Ind	26	17	2	(b)	3	1	5	0	2	0	5
Ridgeville College	Ridgeville, Ind	8	.....	8	....	....	.....	....	....	....	....	....
Parsons College	Fairfield, Iowa	25	2	18	16	6	.....	2	1	2	....	2
Cornell College	Mt. Vernon, Iowa	40	25	5	3	0	2	2	1	2	0	0
Central University of Iowa.	Pella, Iowa	22	17	....	5	....	.....	....	2	....	....	....
Tabor College	Tabor, Iowa	17	16	0	0	1	0	0	0	0	0	0
University of Kansas	Lawrence, Kans	53	41	10	6	2	.....	....	....	....	....	....
Concord College	New Liberty, Ky	79	60	2	0	17	.....	3	0	0	2	....
Bowdoin College	Brunswick, Me	51	14	11	6	15	.....	1	1	1	....	3
Johns Hopkins University.	Baltimore, Md	c154	.....	....	....	....	.....	....	....	....	....	....
Amherst College	Amherst, Mass	92	13	37	24	59	42	....	....	....	....	17
Boston College	Boston, Mass	20	18	0	0	0	0	....	....	....	....	....
College of Liberal Arts, Boston University.	Boston, Mass	36	27	2	....	5	5	1	1	1	0	....
Williams College	Williamstown, Mass	78	d36	24	29	20	31	....	....	....	....	6
Kalamazoo College	Kalamazoo, Mich	15	7	0	3	4	0	1	1	1	0	1
Carleton College	Northfield, Minn	5	1	2	2	3	2	0	0	0	0	0
St. Louis University	St. Louis, Mo	37	29	....	....	....	.....	(5)		3	....	....
Washington University	St. Louis, Mo	11	3	2	3	4	0	1	1	1	0	1
Doane College	Crete, Nebr	10	9	0	0	1	0	0	0	0	0	0

a 9 were conditioned in natural science.

b Not required.

c 39 applications for admission were from graduates; 115 from undergraduates; 59 were accepted and 95 not accepted.

d 11 also were admitted to a "partial course," being disqualified by deficiencies in one or more studies for the regular course.

Summary of college entrance examinations in 1876—Continued.

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 Nebraska	Lincoln, Nebr	16	12	2	2	0	0	....	....	....	....	....
Dartmouth College	Hanover, N. H	67	55	3	7	3	2	3	3	2	....	3
Rutgers College	New Brunswick, N. J.	57	25	6	7	9	9	*a*5	*a*6	*a*6	*a*5	8
College of New Jersey	Princeton, N. J	156	86	25	23	18	16	6	6	8	5	19
St. Stephen's College	Annandale, N. Y	14	11	1	1	3	0	0	0	0	0	0
St. Lawrence University.	Canton, N. Y	21	7	3	5	4	*b*3	1	2	2	0	3
Hobart College	Geneva, N. Y	18	15	4	5	0	0	4	5	0	0	9
Madison University	Hamilton, N. Y	36	25	2	4	6	.....	2	2	2	2	2
Cornell University	Ithaca, N. Y	236	106	8	0	59	*c*6	9	11	18	0	26
College of the City of New York.	New York, N. Y	695	524	0	0	0	0	0	0	54	2	115
College of St. Francis Xavier.	New York, N. Y	93	44	0	0	2	0		(47)		0	....
University of North Carolina.	Chapel Hill, N. C	62	45	9	5	9	2	8	4	5	0	8
Trinity College	Trinity College, N. C	42	18	16	7	19	7	0	0	0	0	0
Baldwin University	Berea, Ohio	28	10	8	6	4	0	6	3	3	0	6
St. Xavier College	Cincinnati, Ohio	116	.....	36	36	10	60	10	10	10	12	10
Kenyon College	Gambier, Ohio	12	2	1	3	9	2	0	0	0	0	0
Denison University	Granville, Ohio	19	14	1	2	....	1	1	....	....	....	1
Marietta College	Marietta, Ohio	26	9	10	13	2	0	1	1	1	0	1
Oberlin College	Oberlin, Ohio	61	14	27	28	....	25	....	3	....	....	8
Urbana University	Urbana, Ohio	4	3	0	1	0	0	....	....	....	....	....
Philomath College	Philomath, Oreg	21	4	2	0	3	11	0	0	0	0	0
Dickinson College	Carlisle, Pa	17	12	5	4	3	0	0	0	0	0	0
Pennsylvania College	Gettysburg, Pa	30	22	6	6	8	.....	....	1	....	....	1
Thiel College	Greenville, Pa	22	16	5	4	6	.....	4	4	2	....	....
Haverford College	Haverford College, Pa	20	6	6	5	2	2	2	2	1	0	1
Franklin and Marshall College.	Lancaster, Pa	22	18	0	1	3	0	0	0	0	0	0
University at Lewisburg.	Lewisburg, Pa	25	20	....	1	4	*b*1	....	....	....	....	1
Allegheny College	Meadville, Pa	30	20	10	10	....	.....	....	....	....	....	....
Westminster College	New Wilmington, Pa	36	19	7	9	9	.....	....	2	2	....	3
Western University of Pennsylvania.	Pittsburg, Pa	30	5	2	1	16	11	0	0	0	0	3
Washington and Jefferson College.	Washington, Pa	62	24	6	10	18	.....	3	3	5	....	3
Brown University	Providence, R. I	83	27	12	12	19	0	3	4	5	0	4
College of Charleston	Charleston, S. C	16	8	2	2	6	.....	1	1	1	....	....

a Number deficient; no student was rejected for a single deficiency.
b Conditioned in history.
c Conditioned in geography.

Summary of college entrance examinations in 1876—Continued.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geography.					
University of South Carolina.	Columbia, S. C	31	13	18	0	18	0	0	0	0	0	0
Newberry College	Walhalla, S. C	26	13	4	5	4	0	2	6	7	0	8
East Tennessee University.	Knoxville, Tenn	.....	16	0	1	5	1	2	3	6	5	11
St. Joseph's College	Brownsville, Tex	70	.....	....	....	35	45	....	....	....	....	....
Southwestern University.	Georgetown, Tex	78	.....	42	38	51	42	....	....	....	....	....
University of Vermont and State Agricultural College.	Burlington, Vt	40	15	6	10	12	2	2	2	0	0	2
Roanoke College	Salem, Va	52	31	9	13	21	9	10	6	13	4	17
West Virginia University.	Morgantown, W. Va	14	5	2	0	5	2	0	0	0	0	0
Lawrence University	Appleton, Wis	23	5	10	4	3	.....	4	....	2	....	3
Beloit College	Beloit, Wis	27	19	1	4	5	4	....	....	2	2	2
University of Wisconsin.	Madison, Wis	95	57	5	2	4	3	2	0	0	0	0
Ripon College	Ripon, Wis	8	0	4	1	1	3	1	0	0	0	1
Total		4,262	2,115	539	430	744	415	120	155	186	66	343

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 1876, inclusive. The numbers under 1873, 1874, and 1875 include the national Military and Naval Academies.

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	17	41	70	70	72	74	75
Number of instructors	144	303	724	749	609	758	793
Number of students	1,413	3,303	5,395	8,950	7,244	7,157	7,614

TABLE X.—PART 1.—*Summary of statistics of schools of science.*

States.	Number.	Preparatory department.			Scientific department.					
		Instructors.	Students.		Corps of instruction.	Students.			Number of State scholarships.	Number of other free scholarships.
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
Alabama	1	.....	.....	.....	6	78	24	2	.....	.....
Arkansas	1	2	117	36	10	66	.....	1	478	.....
California	1	0	0	0	33	126	13	3	0	0
Colorado	*a*0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1	0	0	0	32	188	12	30	27	1
Delaware	1	0	0	0	7	33	.....	1	30	.....
Florida	*b*1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	2	.....	(245)		3	93	.....	.....	219	.....
Illinois	1	1	.....	.....	24	380	.....	6	.....	.....
Indiana	1	.....	40	9	7	16	1	1	0	0
Iowa	1	0	0	0	16	273	29	.....	0	0
Kansas	1	.....	.....	.....	16	303	.....	.....	0	0
Kentucky	1	.....	.....	.....	10	105	.....	.....	300	.....
Louisiana	1	1	61	.....	5	65	50	0	.....	0
Maine	1	0	0	0	8	91	2	.....	.....	.....
Maryland	1	1	10	.....	7	47	.....	0	.....	0
Massachusetts	2	.....	.....	.....	44	243	93	26	0	7
Michigan	1	0	0	0	12	151	10	5	0	0
Minnesota	1	.....	2	.....	4	5	1	3	.....	.....
Mississippi	2	2	41	.....	3	.....	.....	.....	.....	.....
Missouri	2	.....	19	.....	16	20	31	2	.....	.....
Nebraska	1	0	0	0	5	13	.....	.....	.....	.....
Nevada	1	(*c*)	(*c*)	(*c*)	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	12	24	.....	.....	12	23
New Jersey	1	0	0	0	11	42	2	0	40	0
New York	1	0	0	0	42	201	10	14	(*c*)	0
North Carolina	1	0	0	0	9	50	11	.....	94	.....
Ohio	1	0	0	0	12	49	100	0	.....	.....
Oregon	1	1	.....	.....	3	51	.....	6	60	.....
Pennsylvania	1	2	71	16	11	61	.....	1	.....	.....
Rhode Island	1	0	0	0	1	32	.....	.....	30	.....
South Carolina	1	.....	.....	.....	4	100	.....	.....	.....	.....
Tennessee	1	5	176	.....	12	104	18	2	275	.....
Texas	1	0	.....	.....	6	60	30	.....	.....	.....
Vermont	1	0	0	0	8	24	3	1	0	.....
Virginia	2	2	27	17	7	255	.....	.....	232	.....
West Virginia	*d*1	.....	.....	.....	.....	.....	.....	.....	0	0
Wisconsin	*d*1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	42	17	(887)		406	3,349	440	104	1,797	31
U. S. Military Acad'y.	1	.....	.....	.....	57	305	.....	.....	.....	.....
U. S. Naval Academy.	1	0	0	0	65	345	0	0	0	0
Grand total	44	17	(887)		528	3,999	440	104	1,797	31

a College not yet established.
b Not fully organized.
c Reported with classical department. (See Table IX.)

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	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	3,500	500	.....	$100,000	$253,500	$20,280	$2,000	.....
Arkansas	560	12	0	300,000	130,000	10,400	1,977	$11,240
California	(a)	(a)	(a)	(a)	(a)	.....	.....	40,000
Colorado	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	5,000	.....	.....	.....	280,123	17,000	.....	.....
Delaware	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Florida	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	1,000	.....	.....	80,000	45,000	3,500	350	.....
Illinois	10,600	600	.....	741,104	319,000	32,543	b7,938	6,645
Indiana	1,050	500	0	239,695	310,000	20,313	0	11,000
Iowa	4,500	.....	0	485,202	500,000	40,000	0	23,000
Kansas	2,800	.....	.....	131,791	238,101	20,490	0	15,300
Kentucky	.....	.....	.....	200,000	165,000	9,900	.....	0
Louisiana	300	29	0	40,000	196,200	13,734	0	0
Maine	2,641	271	.....	125,000	134,000	7,864	.....	8,500
Maryland	0	.....	1,500	100,000	100,000	6,700	13,895	6,000
Massachusetts	3,433	50	537	575,000	503,000	39,478	51,000	12,000
Michigan	3,700	250	300	195,803	235,773	16,850	0	14,393
Minnesota	(a)	(a)	.....	(a)	(a)	(a)	(a)	(a)
Mississippi	50	.....	.....	(a)	(a)	(a)	(a)	(a)
Missouri	1,491	52	.....	43,000	.....	1,500	1,000	10,000
Nebraska	200	20	0	20,000	0	0	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1,200	.....	200	120,000	80,000	4,800	150	900
New Jersey	.....	.....	.....	.....	116,000	6,960	.....	0
New York	(a)	(a)	.....	(a)	(a)	(a)	(a)	(z)
North Carolina	500	.....	750	.....	125,000	7,500	2,205	.....
Ohio	1,000	100	.....	500,000	500,000	30,000	0	0
Oregon	.....	.....	.....	7,000	.....	.....	.....	5,000
Pennsylvania	1,900	100	1,700	532,000	500,000	30,000	.....	.....
Rhode Island	.....	.....	.....	.....	50,000	3,000	.....	.....
South Carolina	.....	.....	.....	10,000	191,800	11,508	0	.....
Tennessee	(a)	(a)	(a)	(a)	396,000	11,880	.....	0
Texas	.....	.....	.....	150,000	174,000	12,000	.....	.....
Vermont	(a)	(a)	(a)	(a)	0	0	1,350	0
Virginia	500	.....	250	295,000	287,000	32,658	920	15,000
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	.....	.....	.....	.....	.....	.....	.....	.....
Total	45,925	2,484	5,237	4,990,595	5,829,497	410,858	82,785	178,978
U. S. Military Acad'y	26,000	664	.....	.....	.....	.....	.....	.....
U. S. Naval Academy	18,171	493	.....	3,000,000	0	0	0	0
Grand total	90,096	3,641	5,237	7,990,595	5,829,497	410,858	82,785	178,978

a Reported with classical department. (See Table IX.)
b From incidental fees and room rents.

TABLE X.—PART 2.—*Summary of statistics of 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.		
Colorado	3	.....	.....	.....	10	44	3	.....	.....	.....
Indiana	a1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	5	.....	.....	.....	44	160	9	3	20	7
Missouri	1	0	0	0	17	41	6	4	0	10
New Hampshire	2	0	0	0	23	80	.....	.....	.....	.....
New Jersey	2	5	35	0	24	128	6	6	.....	32
New York	5	.....	.....	.....	74	1,068	27	6	.....	.....
Ohio	1	2	20	11	.....	.....	.....	.....	.....	.....
Oregon	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	6	.....	.....	.....	34	302	16	7	5	10
Virginia	4	.....	.....	.....	15	202	.....	.....	50	4
Total	31	7	55	11	241	2,025	67	26	75	63

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	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.
Colorado	101	25	.....	$16,000	.....	.....	$138	$3,500
Indiana	.....	.....	.....	.....	$186,000	.....	.....	.....
Massachusetts	6,200	20	.....	225,000	581,189	$79,958	7,505	.....
Missouri	.....	.....	.....	95,000	.....	.....	3,000	0
New Hampshire	2,000	30	1,500	3,000	175,000	10,500	4,360	.....
New Jersey	5,000	200	.....	430,000	700,000	44,000	15,050	.....
New York	12,500	300	.....	2,000,000	.....	.....	28,600	.....
Ohio	.....	.....	.....	150,000	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	33,500	1,000	.....	350,000	30,000	2,000	.....	.....
Virginia	5,000	500	1,200	350,000	40,000	2,400	17,000	25,000
Total	64,301	2,075	2,700	3,619,000	1,712,189	138,858	75,653	28,500

a Not yet fully organized.

The task imposed upon the colleges of agriculture and the mechanic arts, founded on the congressional grant of 1862, is rarely understood. Having nothing in their establishment antagonistic to classical culture, designed at discretion to comprehend all learning when established independently, or to harmonize with all other culture when associated as a department with institutions previously established, they are intended undoubtedly to furnish the opportunity for instruction in the direction of science, tech-

nics, and industry in this country. The institutions founded by this great grant came into existence after colleges of literature had secured a measurably well defined position. The term "American college" conveyed a fairly distinct idea. Institutions of secondary instruction, known as high schools, academies, and preparatory schools, had come into existence subordinate to the college and conducted with a view to fitting persons for admission to it. The college also, in a sense, opened a career to those who graduated. In a word, the problems in regard to the position of the American college, either in reference to subordinate instruction on the one hand, or special instruction or entrance upon the practical duties of life on the other, were settled. They had only to go forward. True, other demands had been for some time springing up in the direction of science and industry; and some persons at least saw clear evidences that the American college in failing to meet these demands was not increasing its alumni in proportion to the increase of population. The sentiment that had been struggling to meet the demand for additional superior instruction, though conscious of the necessity for an enlarged or modified curriculum, had little life, almost no experience, and struggled amid the greatest difficulties. However deficient education was in certain methods or in certain sections of the country, there were States whose systems left only a small percentage of the population wholly without instruction, and the disciplinary power of the methods of instruction was the very best, especially in the higher departments of learning, after the mind had sufficiently matured to receive the largest benefit from the combination of the lecture with study or the abstract methods generally prevalent. The colleges of agriculture and the mechanic arts, so far as they were expected to meet the new demands for instruction in science, art, and industry, as they entered upon their responsibilities encountered (1) a vast amount of opposition from the old order of things; (2) that condition of affairs in which there were no schools organized to fit persons for admission to them and no well defined career open to their graduates; indeed, the whole problem of scientific and industrial education was committed to them in all its vast extent, from the highest scientific connection down through all its grades to its application to the lowest forms of industry.

The solution of this stupendous problem was too much for institutions of a single grade. The intelligent judgment of the country required that this scientific and industrial training of theirs should hold a rank equal in elevation to that of the classical college. The men who were to solve this problem in the management of the instruction were necessarily drawn from those who had received their training in the established colleges. They had therefore to inform themselves, instruct the public, encounter the antagonisms of classical learning and those misconceptions of the several leading industries, such as agriculture, mechanics, and mining, each of which desired to monopolize the entire educating force of these new institutions or departments. The farmer especially, in his increasing sense of the need of greater skill, was dissatisfied if every alumnus of a new college did not return to the plough. Amid the diverse difficulties, reasonable and absurd, that sprung up, there arose early rumors of misappropriation of funds or of the lands granted. In some instances, it is to be confessed with regret, the facts disclosed proved that the rumors were well founded; but the most rigorous investigations that have been made on these points result in the conclusion that whatever malefeasance occurred, preceded the organization of the institutions, or at least of the faculties charged with the instruction under the grant.

The summaries of facts presented in these annual reports show remarkable progress. The solution of the great problem committed to these institutions has around some of them begun to develop results to the satisfaction of reasonable observers. The older classical colleges have found their endowments and numbers holding good, and in many instances increasing. Indeed, a careful study of the figures will undoubtedly lead to the conclusion that superior instruction has, by taking up this department of instruction more closely related to the sciences, arts, and industries, regained the hold that it was losing on the public mind, while in several instances these new institutions or departments have so dealt with great questions of science and industry in their several

localities, that the farmer, mechanic, miner, and engineer are beginning to understand how this instruction is related to their several industries, and to cherish and endow it and send their sons to the institution where it is imparted. State legislatures have occasionally come to understand the obligations to make appropriations in their behalf, and to commit to them scientific questions of State interest relating to mines, to geology, to standard weights and measures, the diseases of plants and animals, and the sanitary conditions of human life.

Very properly, they seek to offer free tuition to the studious and rising sons of poverty. Some people have believed that these when educated would return at once to some form of manual industry, and, if the alumni could not be traced to the farms and shops, there has been a disposition to condemn this instruction as a failure,—which is unjust in the extreme. It should be remembered that the poor young man's education, whether classical, scientific or industrial, is his capital. The supreme spirit of our civilization requires him to make the most of it. If he can do this on the farm or in the shop he undoubtedly will; and he undoubtedly will not unless the demand for his services there is sufficient to pay him as high a price as he can obtain for them in other pursuits. The young man of wealth who graduates at a college of agriculture and inherits an estate, may more reasonably be expected to return and use his acquired knowledge and training in directing its industries.

Moreover, the preparatory departments adapted to fit persons for admission to these colleges of agriculture and the mechanic arts, are established and call for teachers trained in the direction of the sciences and industries. It will undoubtedly prove true with us, as it has in other countries, that the great problem committed to these institutions will reach its final and satisfactory solution only by the establishment of a series embracing several grades of instruction, in which the influence of the highest scientific work will be brought down through all the grades of scientific and practical life to the very lowest.

Attention is invited in this connection to the following statements respecting agricultural and technical schools in certain foreign countries.

PRUSSIA.

Prussia maintains four *Royal Academies of Agriculture*, at which both the theory and practice of farming are taught during two years, at a cost to each student of less than $40 a year; instruction is given in political and rural economy; in the management of trees and woods; in the mode of manufacturing sugar, beer, bricks, and draining tiles; in mineralogy, geology, botany and chemistry, with experiments and excursions; and lastly, in mathematics, trigonometry, land surveying, practical mechanics, veterinary surgery, rural law, the history of the country, and constitutional law. Excursions into the most interesting districts are common. The persons who attend these academies are those who have to make their living by their own farms, commonly of small extent. For amateurs, a less practical course is provided at institutes connected with the Universities of Halle and Berlin. There are nineteen provincial schools of agriculture below the academies, subsidized by the state to the amount of about $10,000, and generally taught by some large farmer, assisted by the neighboring apothecary, schoolmaster, and veterinary surgeon. There are also numerous special schools for particular branches, such as market gardening and the cultivation of meadows and woods. The care of fruit trees is taught in one hundred and thirty-four schools in the ancient provinces alone.

The system of paid instruction is extended by the employment of itinerant teachers, who go from village to village criticising the cultivation and giving advice about rotation of crops and the most suitable kinds of manure. The state also maintains seven experimental institutes of organic and agricultural chemistry, which, on different soils and under different circumstances, are testing and completing the theories of Liebig, and improving the quality of the artificial manures of commerce.

Finally, there are 519 voluntary agricultural associations which, by conferences, exhibitions, and prizes, assist in spreading information.

The *Higher Weaving School at Chemnitz* is an institution intended by scientific instruction and practical exercises to train workmasters and manufacturers for all kinds of weaving, as well as to impart to young men who will devote themselves to the manufacturing trade, either as buyers or sellers, an accurate knowledge of manufacturing, and thus the ability of estimating the merchandise. For this purpose the school has—

1. One shaft room, with 22 hand looms, and all auxiliary machines for spooling, shearing, &c.

2. One Jacquard room, with 16 Jacquard machine looms and 2 machines for stiffening by gumming, spooling wheels, chenille machines, &c.

3. One machine room, with steam engine and boiler; seven looms of English and German construction, some with Jacquard machines; one hand weaving loom; one spooling machine, and one beam loom.

The course of instruction covers one year, in two terms and classes. Instruction is given from 8 to 12 a. m. and 2 to 4 p. m. daily, four times a week. Each lesson is at least of two hours; in the morning, generally of four continuous hours. The first term (of six months) embraces the following exercises:

1. Lectures on weaving material, two hours.

2. Lectures on construction and systems of the various hand weaving looms, and of the auxiliary implements, two hours.

3. Free hand drawing (outlines, designing of patterns) and chromatics, (theory of colors,) four hours.

4. Analysis of pattern, making of cartoons, and calculation of the respective stuff for hand and Jacquard weaving, with the appropriate instruction in finishing (*appretiren*) and the machines for it, eighteen hours.

5. Exercises in shaft weaving, six hours.

Second term, (class:)

1. Composition of patterns for hand and Jacquard weaving, four hours.

2. Lectures on mechanic looms, and on the auxiliary machines for mechanic weaving, four hours.

3. Continuation of analysis of Jacquard stuffs, velvets, gauzes, and ribbons, eight hours.

4. Drawing, four hours.

5. Exercises in weaving on looms of various construction, twelve hours.

FRANCE.

The government sustains in France for instruction in agriculture, &c., the following institutions:

Three agricultural schools, with 22 professors and 142 students;

One horticultural school, with 10 professors and 41 students;

Twenty-seven farming schools, with 135 professors and 800 students;

Three practical schools of agriculture, with 21 professors and 90 students.

All these schools are state institutions. The regular pupils have to pay a small fee, but a large number of farmers (not included in the above number of pupils) attend the lectures free of charge.

The object of these schools is, first, to induce young people to devote themselves to farming and gardening, and, secondly, to introduce the best methods of agriculture and horticulture into the country.

WÜRTEMBERG.

This country has the following agricultural institutions:

1. The Agricultural Academy of Hohenheim, with 25 professors and 76 students.

2. The popular agricultural evening and Sunday schools, with about 25,000 adult pupils, (males and females.) In these courses the best methods of agriculture are discussed, and all facilities are offered to the farmers to put in practice what they have learned at school. These schools are free.

3. The schools for vine culture. These are of recent date, and admit only day scholars, who have to pay a small tuition fee. Number of pupils, about 40.

4. The popular libraries. The different localities in rural districts have established popular libraries, especially for the use of farmers and mechanics. Their number is, at present, 691, and the number of volumes 100,775. Books relating to agriculture and industry are the most numerous in the collections.

DENMARK.

Farmers' high schools.—The first school of this kind was founded by Professor Flor, in the little village of Röddling, in Northern Schleswig, (now belonging to Prussia,) in the year 1844. The benefits of this institution were soon felt, and similar schools were founded in all parts of Denmark; at present their number is between 70 and 80. They have hitherto been entirely supported by voluntary contributions and the school fees of the students, the latter amounting to about $25 per term. But of late the government, recognizing the high importance of these schools, has granted an annual appropriation of $7,000 for their better support. These schools are intended for adults of the rural districts, and the age of the students ranges between 18 and 30 years.

All of these schools are well attended, and are exercising a most beneficial influence. The course of instruction embraces the following subjects:

General and Danish literature, general and Danish history and geography, chemistry, natural philosophy, zoölogy, botany, orthography, arithmetic, free hand drawing, leveling, surveying, singing, and gymnastics.

No text books are used, everything being treated by lectures. The pupils are never examined, and no lessons are recited; but it entirely depends on the student himself how much and what he wishes to learn. There is always a well selected library in connection with these schools, which is open for the use of the students. The course of instruction lasts six months, and it is a frequent occurrence that students will go through the course twice, and even three times. The spirit pervading these schools aims at a development of sound practical thought, and endeavors to cultivate a wholesome enthusiasm for all the higher and nobler interests of mankind, and to awaken an independent national spirit.

The general course in these schools is this:

Instruction commences at 8 o'clock a. m., and is opened with singing and prayer. The first hour of the morning is devoted to the reading of Danish authors. During the second hour, history is treated; at 10 o'clock there is an intermission of half an hour; after this there follow writing exercises and essays on given themes; at 12 o'clock, dinner; at 2 o'clock, instruction is resumed, and lasts, with an intermission from 5 to 6, till supper time, at 7 o'clock.

Quite recently similar courses of three months have been instituted in different localities for grown up girls of the lower classes. In these schools, more attention is given to housekeeping, needlework, gardening, &c.

BAVARIA.

Bavaria has 3 higher industrial schools, with 46 professors and 189 students; 260 professional evening and Sunday schools, with 827 teachers and 14,501 pupils; 947 special agricultural courses, with 18,260 attendants; a school of forestry, with 135 students; and 4 higher schools of agriculture, with 76 professors and 315 students.

All these schools are supported by the state and the local governments.

RUSSIA.

Russia manifests great interest in the establishment of agricultural schools. As early as 1824 a school for such instruction was established at Marjino. Soon afterward a school for instruction in bee culture was instituted. The government expends about $200,000 annually for the support of regular agricultural schools and evening classes.

Russia has also very good schools of arts and trades, the most prominent of which

is the school of Moscow, founded in 1775, under the reign of the Empress Catharine II. At its origin, it was designed to fit poor children for mechanical pursuits. Since that date, however, it has been expanded in aims and resources, having for its present object the cultivation of constructing mechanicians and skilful technologists.

The entire course of study occupies five years; it is divided into a theoretical and practical course (elementary in character) of three years and a special superior course of two years.

The school includes, besides these several workshops, a very large laboratory for technological operations and for chemical analysis, a museum of models and of mechanical apparatus, collections of raw materials used in manufacture, and a valuable scientific and technical library.

SCIENTIFIC ASSOCIATIONS, ACADEMIES OF SCIENCE, ETC.

It is deemed proper to present here, as a sort of appendix to the summary of the statistics of schools of science, some of the leading statistical items respecting the more important scientific associations, academies of science, &c., in the United States. Sixty-three associations, academies, &c., furnished replies to the inquiries sent out. Of these, fifty-four report a total membership of 20,851; thirty-five report a yearly income amounting to over $84,437; fifty-one report libraries numbering together 206,444 volumes; forty-four together report 227,710 pamphlets in their libraries; and thirty-two report that they have together published in the last five years 47,575 pages (mostly octavo) of "proceedings" and "transactions." The table also shows the number of meetings held by the several associations, &c., each year, the average attendance at the meetings, and titles of publications.

Eight of the associations are of a national character, and hence have no local habitation.

Sketches of the organization, work, and distinctive aims of these associations and academies must be here omitted for lack of space.

Statistics of scientific associations, academies of science, &c., in the United States

Number.	Name.	Place.	Date of organization.	Secretary.
	1	2	3	4
1	American Association for the Advancement of Science.	.....	1848	Prof. Frederick W. Putnam, Salem, Mass.
2	American Dental Association.....	.....	1860	J. H. McQuillen, M. D., D. D. S., Philadelphia, Pa.
3	American Medical Association	.....	1846	J. M. Toner, M. D., Washington, D. C.
4	American Philological Association	.....	1869	Prof. Samuel Hart, Hartford, Conn.
5	American Public Health Association ...	.....	1872	J. M. Toner, M. D., Washington, D. C.
6	American Social Science Association....	.....	1865	F. B. Sanborn, Concord, Mass.
7	National Educational Association.....	.....	1870	W. D. Henkle, Salem, Ohio.
8	National Prison Association of the United States of America.	.....	1871	Rev. E. C. Wines, D. D., LL. D., New York City.
9	California Academy of Sciences	San Francisco, Cal.	.....	A. B. Stout, M. D .....
10	American Oriental Society	New Haven, Conn.	1843	Prof. William D. Whitney ..
11	Connecticut Academy of Arts and Sciences.	New Haven, Conn.	1799	Prof. Edward S. Dana.....
12	The Waterbury Scientific Society.....	Waterbury, Conn	1868	H. F. Bassett, vice-president.
13	National Academy of Sciences.....	Washington, D. C.	1863	Prof. J. E. Hilgard, home secretary.
14	American Electrical Society	Chicago, Ill	1874	F. W. Jones.....
15	Chicago Academy of Sciences	Chicago, Ill	.....	Selim H. Peabody .....
16	Chicago Astronomical Society	Chicago, Ill	1863	E. Colbert .....
17	Chicago Electrical Society	Chicago, Ill	.....	.....
18	Evanston Philosophical Association	Evanston, Ill.....	1866	H. M. Bannister.....
19	Indiana Scientific Association.....	Greencastle, Ind ..	1874	J. W. Harris .....
20	Scientific Association	Richmond, Ind	1875	Lucian B. Case.....
21	State Archæological Association of Indiana.	Richmond, Ind	1875	Lucian B. Case.....
22	Academy of Natural Sciences	Davenport, Iowa..	1867	J. Duncan Putnam .....
23	Iowa Institute of Science and Arts	Dubuque, Iowa ...	1869	Asa Horr, M. D., president ..
24	Academy of Science	Lawrence, Kan ...	.....	.....

* Circa = about. *a* $5 annual assessment. *b* Life members. *c* There are 6 honorary
e Since 1875; none were printed before, but photographs

for 1876; from replies to inquiries by the United States Bureau of Education.

Number of members.	Meetings.		Annual income.	Library.		Publications.	
	Number yearly.	Average attendance.		Number of volumes.	Number of pamphlets.	Number of pages, 1871–1876.	Titles.
5	6	7	8	9	10	11	12
*ca. 950	1	ca. 350	ca. $3,500	(1500)		3,000	Proceedings, vols. XX, XXI, XXII, XXIII, XXIV, XXV, (8vo,) and Memoirs, No. 1, (4to.)
74	1	50	.....	.....	.....	750	Transactions.
6,000	1	ca. 550	(*a*)	400	500	4,149	Transactions.
228	1	75	ca. 435	.....	.....	888	Transactions and Proceedings.
ca. 300	1	ca. 90	ca. 1,500	.....	.....	1,115	Public Health Reports and Papers.
383	2	50	ca. 3,000	312	2,000	ca. 1,200	Journal of Social Science, Nos. 5, 6, 7, 8; Proceedings of the Conference of Charities at Detroit and at Chicago.
*b*68	1	ca. 300	ca. 475	.....	.....	1,600	Proceedings.
ca. 300	1	150	ca. 4,000	300	1,000	2,500	Transactions or Reports.
.....	.....	.....	.....	.....	.....	.....	.....
ca. 200	2	ca. 30	.....	3,500	1,000	580	Journal, vol. IX, part 2; vol. X, part 1, and Proceedings.
120	9	20	600	700	.....	576	Transactions, vol. I, part 2; vol. II, part 2, (with 18 plates.)
40	24	ca. 9	480	100	0	0	
*c*92	2	25	3,000	0	0	.....	Proceedings, vol. I. In the last five years, 198 papers on various branches of science were read before the Academy by members and published in scientific journals appropriate to their subjects; the number of papers read before the Academy by members since 1863, was 433.
110	1	45	.....	100	.....	120	Journal.
230	9	40	0	1,500	1,000	0	
150	1	ca. 12	700	654	546	0	
.....	12	60	.....	.....	.....	0	
61	10	24	.....	.....	.....	0	
31	18	12	40	100	300	.....	
61	22	(*d*)	.....	128	73	0	
46	2	90	90	.....	.....	14	Minutes and constitution.
130	45	13	300	343	200	*e*430	*e*Proceedings, vol. I and part of vol. II.
50	.....	.....	500	1,500	2,000	.....	

members and 13 foreign associates. *d* 25 at quarterly, and from 180 to 200 at weekly meetings.
of archæological objects had been published since 1873.

Statistics of scientific associations, academies of science, &c.,

Number.	Name.	Place.	Date of organization.	Secretary.
	1	2	3	4
25	New Orleans Academy of Sciences	New Orleans, La.	1853	Gustav Kohn
26	Portland Society of Natural History	Portland, Me.	1843	John M. Gould
27	York Institute	Saco, Me	1866	John T. G. Nichols
28	Maryland Academy of Sciences	Baltimore, Md	1868	Rev. E. A. Dalrymple, S. T. D
29	Maryland Institute	Baltimore, Md	1847	James Young
30	American Academy of Arts and Sciences.	Boston, Mass.	1780	Josiah P. Cook, jr
31	American Statistical Association	Boston, Mass.	1841	Hamilton A. Hill
32	Boston Society of Natural History	Boston, Mass.	1831	Edward Burgess
33	Massachusetts Horticultural Society	Boston, Mass.	1829	Robert Manning
34	Essex Institute	Salem, Mass	1848	George M. Whipple
35	Peabody Academy of Science	Salem, Mass	1868	Prof. A. S. Packard, jr., M. D., director.
36	The Worcester Lyceum and Natural History Association.	Worcester, Mass.	1852	Thomas A. Dickinson
37	St. Paul Academy of Natural Sciences.	St. Paul, Minn	1870	J. Fletcher Williams
38	Academy of Science	St. Louis, Mo.	1856	Nathaniel Holmes
39	Burlington County Lyceum of History and Natural Science.	Mt. Holly, N. J.	1859	Edward Braislin
40	Newark Scientific Association	Newark, N. J	1875	Walter S. Nichols
41	Albany Institute	Albany, N. Y.	1824	Leonard Kip
42	Buffalo Society of Natural Sciences	Buffalo, N. Y.	1861	Charles Linden, librarian.
43	American Ethnological Society	New York, N. Y.	1842	Dr. Charles Rau
44	American Geographical Society	New York, N. Y.	1852	James Muhlenberg Bailey
45	American Institute of the City of New York.	New York, N. Y.	1829	John W. Chambers, librarian
46	American Institute of Architects	New York, N. Y.	1857	A. J. Bloor

a Does not include corresponding or honorary members. *b* There are monthly meetings of the meetings. *f* The trustees meet quarterly. *g* Also extra meetings for lectures and papers, at

in the United States for 1876, *&c.*—Continued.

Number of members.	Meetings.		Annual income.	Library.		Publications.	
	Number yearly.	Average attendance.		Number of volumes.	Number of pamphlets.	Number of pages, 1871–1876.	Titles.
5	6	7	8	9	10	11	12
*a*27	.....	.....	$200	3,600	1,000	.....	
145	24	5	600	800	4,200	0	
400	40	15	.....	400	300	0	
300	20	35	.....	600	800	12	Address at the dedication of the hall.
.....	*b*3	.....	.....	16,433	.....	0	
195	12	21	11,000	16,000	2,000	3,982	Memoirs; Proceedings; and Complete Works of Count Rumford, vols. II–IV.
65	4	15	ca. 215	1,400	ca. 25,000	.....	
450	*c*16 *d*24	*c*50 *d*12	13,000	10,000	3,500	2,563	Proceedings, Memoirs, and occasional papers.
1,032	ca. 24	*e*ca. 50	1,000	2,800	300	1,537	Transactions for 1871, 1872, 1873; 1874, parts 1 and 2; 1875, parts 1 and 2; constitution and by-laws, adopted July 3, 1875; Catalogue of Library, 1873; and schedules of prizes offered in 1871, 1872, 1873, 1874, 1875.
480	24	60	2,500	30,655	105,408	1,300	Bulletin; Historical Collections of the Essex Institute; priced catalogue of publications.
.....	*f*0	.....	.....	1,000	300	4,443	Reports of the trustees, 1–6; Memoirs, I–IV; American Naturalist, vols. V–IX.
300	10	20	550	150	350	.....	
127	*g*12	*g*ca. 15	200	178	173	0	
.....	.....	12	.....	2,744	.....	625	Vol. III of the Transactions, Nos. 1, 2, and 3.
75	11	ca. 12	100	2,000	500	0	
40	ca. 9	ca. 20	.....	0	0	0	
220	18	29	1,000	6,600	600 vols.	960	Transactions, vols. VII, VIII; Proceedings, vol. I, parts 3, 4; vol. II, part 1.
330	.....	.....	0	1,500	700	.....	
.....	4	ca. 21	.....	300	1,000	0	
.....	.....	.....	.....	10,000	.....	.....	
2,500	4	ca. 75	18,121	10,649	300 vols. and 3,418	1,203	Transactions, 1871–'72; list of premiums awarded in 1873, 1874, 1875, 1876.
256	*h*1	.....	1,800	66	2,500	278	Proceedings of the 5th, 6th, 7th, and 8th annual conventions; Fireproof Floors Compared.

board of managers. *c* General meetings. *d* Special meetings. *e* About 30 at the business which about 200 often are present. *h* Also monthly and special meetings of the board of trustees.

Statistics of scientific associations, academies of science, &c.,

Number.	Name.	Place.	Date of organization.	Secretary.
	1	2	3	4
47	American Society of Civil Engineers ..	New York, N. Y ..	1852	G. Leverich.....
48	New York Academy of Sciences.....	New York, N. Y ..	1818	H. Carrington Bolton, A. M .
49	Poughkeepsie Society of Natural Science.	Poughkeepsie, N.Y	1874	Edward H. Parker, librarian.
50	Cincinnati Society of Natural History...	Cincinnati, Ohio ..	1870	.....
51	Kirtland Society of Natural Sciences ...	Cleveland, Ohio...	1869	S. G. Williams .....
52	Tyndall Association of Natural Science.	Columbus, Ohio ...	1870	Albert G. Farr.....
53	The Soc'y of Ornithologists and Oölogists.	Toledo, Ohio	1876	E. H. Fitch, (pro tem.).....
54	The Toledo Society of Natural Sciences.	Toledo, Ohio	1870	E. H. Fitch .....
55	Linnæan Society of Lancaster, Pa	Lancaster, Pa.....	1862	D. H. Geissinger .....
56	Delaware County Institute of Science...	Media, Pa.....	1833	Anna M. Walter.....
57	Academy of Natural Sciences	Philadelphia, Pa ..	1812	Edward J. Nolan .....
58	American Philosophical Society.....	Philadelphia, Pa ..	1743	M. Lesley.....
59	Franklin Institute.....	Philadelphia, Pa ..	1824	J. B. Knight.....
60	Pennsylvania Horticultural Society.....	Philadelphia, Pa ..	.....	A. W. Harrison.....
61	Reading Society of Natural Sciences....	Reading, Pa	1869	D. B. Brunner .....
62	Wyoming Historical and Geological Soc'y	Wilkesbarre, Pa ..	1858	Edward L. Dana .....
63	Wisconsin Academy of Sciences, Arts, and Letters.	Madison, Wis.....	1870	John E. Davies, M. D .....

in the United States for 1876, *&c.*—Continued.

Number of members.	Meetings.		Annual income.	Library.		Publications.	
	Number yearly.	Average attendance.		Number of volumes.	Number of pamphlets.	Number of pages, 1871–1876.	Titles.
5	6	7	8	9	10	11	12
552	20	ca. 100	$10,000	ca. 2,200	ca. 3,300	*a*2,600	Transactions; Proceedings; both under name of Journal of the American Soc'y of Civil Engineers.
490	36	32	1,500	3,500	1,000	954	Annals of Lyceum of Natural History in the City of New York, vol. X; and vol. XI, Nos. 1–8; Proceedings of the Lyceum of Natural History in the City of New York, 1st series, pp. 150–300; 2d series, pp. 1–156.
36	25	12	200	119	125	150	Proceedings, part 1.
160	.....	.....	850	900	150	.....	
100	24	8	500	437	225	367	Proceedings of Cleveland Academy of Natural Sciences, 1845–1859; Alaska; Facts about the New Northwest, Capt. J. A. Henriques, U. S. N.; Notes on some Brazilian Ants, Theo. B. Comstock; Theodatus Garlick, M. D., on the Hybridization of Fish. A Remarkable Life History, and its Meaning, (Salpa,) W. K. Brooks; Geysers of Yellowstone Park, Theo. B. Comstock.
104	20	15	156	ca. 100	ca. 50	0	
25	12	10	.....	0	0	0	
268	15	5	.....	ca. 300	100	.....	Catalogue of the Organization, Constitution, and By-Laws; A Lecture on Butterflies; The Descent of Man; Geology of the Manmee Valley; The Rapacious Birds of Ohio.
111	12	ca. 11	.....	250	200	0	
200	12	25	400	1,800	300	24	Centennial History of Delaware County.
900	52	ca. 45	1,800	30,000	35,000	2,101	Proceedings and Journal, with 97 plates.
482	20	13	.....	20,000	15,000	2,234	Proceedings, vols. XII, XIII, and XIV; Transactions, vol. XIV, part 3, and vol. XV, parts 1 and 2.
.....	10	ca. 135	.....	16,000	.....	4,320	Journal.
ca. 600	12	ca. 9	0	800	200	0	
45	52	10	125	156	242	0	
ca. 87	12	20	0	(3,000)		0	
125	2	100	.....	120	500	1,000	Transactions, vol. I, (1870–'72;) vol. II, (1873–'74;) vol. III, (1875–'76;) and Bulletins.

a To November, 1876.

TABLE XI.—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 1876, inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	80	94	104	110	113	123	124
Number of instructors	339	369	435	573	579	615	580
Number of students	3,254	3,204	3,351	3,838	4,356	5,234	4,268

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

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic	18	112	879
Protestant Episcopal	17	62	267
Presbyterian	16	78	624
Baptist	15	68	702
Lutheran	14	46	354
Congregational	8	59	341
Methodist Episcopal	7	52	370
Christian	3	6	82
Reformed	3	8	67
United Presbyterian	3	11	79
Cumberland Presbyterian	2	7	48
Free Will Baptist	2	9	44
Methodist Episcopal, (South)	2	6	74
Unsectarian	2	10	94
Reformed (Dutch)	2	9	49
Universalist	2	8	56
African Methodist Episcopal	1	3	6
Mennonite	1	6	26
Methodist	1	.....	.....
Moravian	1	3	34
New Jerusalem	1	2	.....
Union Evangelical	1	5	30
Unitarian	1	7	17
United Brethren	1	3	25
Total	124	580	4,268

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

States.	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 1876.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	1	2	....	24	....	.....	0	300	.....	$5,000	.....	.....
California	2	12	2	14	....	.....	4	7,000	600	50,000	$35,000	$3,500
Colorado	a1	....	....	.....	....	.....	....	.....	.....	.....	.....	.....
Connecticut	3	28	8	141	3	106	17	24,000	.....	.....	247,544	15,000
Georgia	1	2	0	95	0	0	0	426	86	9,000	.....	.....
Illinois	13	45	15	416	7	58	46	44,850	570	587,500	813,000	64,300
Indiana	1	6	....	26	....	.....	....	7,000	.....	100,000	.....	.....
Iowa	3	9	4	9	1	2	1	5,116	50	225,000	97,410	6,050
Kansas	1	2	0	2	....	1	0	3,578	0	20,000	0	0
Kentucky	5	10	5	113	....	18	13	13,000	6	12,000	273,000	15,000
Louisiana	1	1	....	15	....	.....	....	.....	.....	.....	.....	.....
Maine	2	9	5	71	1	26	15	20,200	100	100,000	180,000	10,000
Maryland	5	34	....	229	....	.....	....	42,000	450	72,000	3,200	212
Massachusetts	7	47	11	291	10	186	58	71,600	1,247	584,839	1,188,415	87,620
Michigan	2	8	3	28	....	8	6	1,850	400	.....	18,500	2,750
Minnesota	3	17	....	60	12	19	6	7,512	931	90,000	15,000	.....
Mississippi	1	4	0	15	1	1	1	1,200	100	5,000	0	0
Missouri	4	19	....	255	....	.....	29	12,400	400	40,000	40,000	2,500
Nebraska	1	....	....	.....	....	.....	....	.....	.....	.....	.....	.....
New Jersey	4	36	13	272	5	182	65	71,224	4,095	975,000	973,000	60,357
New York	13	62	24	678	12	168	154	93,742	2,022	1,415,000	1,613,030	113,144
North Carolina	4	8	....	75	....	.....	5	400	.....	.....	.....	.....
Ohio	14	63	11	362	2	100	77	49,640	3,380	487,000	472,000	30,300
Pennsylvania	16	82	21	419	12	130	66	100,531	487	1,260,176	1,252,275	80,771
South Carolina	2	14	....	92	....	.....	11	24,907	29	57,000	140,000	.....
Tennessee	4	13	5	100	....	.....	5	7,000	.....	15,000	120,000	8,200
Texas	1	2	....	10	0	1	2	.....	.....	.....	.....	.....
Virginia	5	15	8	158	....	56	36	22,500	600	290,000	431,000	25,500
Wisconsin	2	19	1	158	....	8	31	12,000	500	150,000	50,000	4,000
District of Columbia	2	11	....	74	....	.....	....	2,200	.....	35,000	.....	.....
Total	124	580	136	4,202	66	1,070	648	646,176	16,053	6,584,515	7,962,374	529,204

a Closed temporarily.

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 1876, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	28	30	37	37	38	43	42
Number of instructors	99	129	151	158	181	224	218
Number of students	1,653	1,722	1,976	2,174	2,585	2,677	2,664

TABLE XII.—*Summary of statistics of 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 1876.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	2	6	15	7	8	.....	.....	.....	.....	.....	.....
Connecticut	1	12	65	.....	34	8,000	200	.....	$10,000	$700	.....
Georgia	2	7	11	.....	6	600	.....	.....	.....	.....	.....
Illinois	4	45	202	37	67	.....	.....	.....	.....	.....	$6,515
Indiana	1	2	40	.....	20	700	.....	.....	.....	.....	.....
Iowa	2	14	111	13	80	1,860	40	.....	.....	.....	3,300
Kentucky	2	8	27	.....	12	.....	.....	.....	.....	.....	960
Louisiana	1	4	23	.....	7	.....	.....	$15,000	.....	.....	2,500
Maryland	1	3	39	11	29	30	0	0	0	0	4,690
Massachusetts	2	20	327	183	53	18,000	.....	.....	a51,614	11,668	20,950
Michigan	1	5	309	46	.....	3,500	.....	.....	.....	.....	.....
Missouri	2	14	98	.....	28	3,750	200	.....	.....	.....	5,120
New York	4	17	711	299	130	12,300	75	.....	.....	.....	4,800
North Carolina	2	2	18	.....	4	.....	.....	.....	.....	.....	.....
Ohio	2	6	82	33	37	1,125	.....	.....	.....	.....	3,045
Pennsylvania	2	10	90	.....	16	300	50	.....	.....	.....	4,840
South Carolina	1	1	12	4	9	.....	.....	.....	0	0	0
Tennessee	3	9	68	6	54	650	.....	.....	10,000	.....	6,600
Virginia	2	10	109	34	28	3,640	8	.....	.....	.....	6,000
Wisconsin	1	7	18	1	25	430	150	.....	.....	3,500	1,400
District of Columbia	4	16	289	1	95	301	1	25,000	10,000	600	7,581
Total	42	218	2,664	675	742	55,186	724	40,000	81,614	16,468	78,301

a Also one-fourth interest in a fund of $413,092.

TABLE XIII.—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 1876, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.
Number of institutions	63	82	87	94	99	106	102
Number of instructors	588	750	726	1,148	1,121	1,172	1,201
Number of students	6,943	7,045	5,995	8,681	9,095	9,971	10,143

TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

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 1876.	Number of volumes.	Increase in the last school year.	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	60	.....	15	1,000	.....	$350,000	$0	$0	$2,000
California	2	23	45	.....	20	.....	.....	75,000	0	0	7,000
Connecticut	1	10	36	10	11	2,500	.....	200,000	30,000	.....	.....
Georgia	3	14	77	1	29	5,000	25	50,000	.....	.....	2,770
Illinois	3	57	452	.....	137	50	.....	105,000	.....	.....	7,500
Indiana	3	36	222	19	31	.....	.....	5,000	.....	.....	4,560
Iowa	2	20	255	6	135	450	.....	75,000	.....	.....	11,000
Kentucky	5	52	732	21	328	11,000	.....	15,000	.....	.....	3,200
Louisiana	2	24	120	.....	59	3,000	.....	185,000	.....	.....	15,245
Maine	1	15	90	13	.....	4,000	.....	25,000	2,500	150	.....
Maryland	3	34	251	5	113	300	.....	145,000	.....	.....	13,005
Massachusetts	1	34	231	101	36	3,550	.....	.....	84,365	5,513	38,504
Michigan	2	28	368	52	122	.....	.....	115,000	.....	.....	4,958
Missouri	4	43	374	11	132	1,202	.....	101,200	1,000	100	25,806
New Hampshire	1	8	75	13	21	1,500	.....	40,000	1,200	72	6,000
New York	8	186	1,700	272	467	5,300	.....	325,000	5,000	.....	47,790
Ohio	7	84	767	31	227	4,000	150	446,000	.....	.....	23,075
Oregon	1	8	33	.....	6	50	.....	2,000	.....	.....	2,500
Pennsylvania	3	49	1,157	.....	158	3,000	.....	310,000	64,250	4,612	.....
South Carolina	1	8	47	.....	27	.....	.....	.....	0	0	2,500
Tennessee	1	12	115	.....	46	.....	.....	.....	.....	.....	.....
Texas	1	7	18	.....	12	40	.....	.....	.....	.....	3,120
Vermont	1	16	76	2	22	0	.....	16,000	0	0	4,800
Virginia	2	19	91	5	37	1,000	.....	50,000	.....	.....	3,000
Dist. of Columbia	3	25	106	6	19	.....	.....	76,000	.....	.....	400
Total	63	826	7,498	568	2,210	46,942	175	2,711,200	188,315	10,447	228,673
2. *Eclectic.*											
Georgia	1	7	28	5	7	300	0	20,000	0	0	1,800
Illinois	1	13	70	12	22	.....	.....	60,000	.....	.....	4,560
New York	1	8	53	7	32	300	.....	30,000	.....	.....	3,250
Ohio	1	8	163	.....	68	0	.....	80,000	0	0	13,700
Total	4	36	314	24	129	600	.....	190,000	.....	.....	23,250
3. *Homœopathic.*											
Illinois	1	10	88	.....	40	.....	.....	50,000	0	0	7,800
Massachusetts	1	25	200	.....	31	2,000	400	120,000	50,000	2,500	10,000
Michigan	1	5	51	5	.....	.....	.....	.....	.....	.....	.....
Missouri	3	23	42	.....	55	.....	.....	7,000	.....	.....	4,250
New York	2	32	195	2	40	200	15	140,000	3,000	.....	16,022
Ohio	2	25	159	28	67	4,400	220	90,000	.....	.....	10,400
Pennsylvania	1	13	142	14	57	2,000	.....	20,000	0	0	11,045
Total	11	133	877	49	290	8,600	635	427,000	53,000	2,500	59,517

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

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 1876.	Number of volumes.	Increase in the last school year.	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	10	5	.....	1	.....	.....	$750	.....	.....	$500
Maryland	2	22	85	22	29	1,100	.....	9,000	.....	.....	7,973
Massachusetts	2	23	57	2	23	20	.....	22,000	.....	.....	7,643
Michigan	1	3	33	20	9	75	50	2,000	.....	.....	.....
Missouri	1	12	14	0	4	200	.....	300	.....	.....	2,000
New York	1	16	73	3	27	40	40	.....	.....	.....	7,111
Ohio	1	9	23	10	9	50	0	18,000	$0	$0	3,000
Pennsylvania	2	52	230	10	75	500	.....	5,000	.....	.....	9,062
Total	11	152	520	67	177	1,985	90	57,050	.....	.....	37,289
III. PHARMACEUTICAL.											
California	1	4	36	.....	3	.....	.....	750	.....	.....	617
Illinois	1	5	38	0	10	2,531	.....	15,000	0	0	1,860
Iowa	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	3	32	.....	8	40	10	1,000	2,000	120	800
Maryland	1	3	60	1	19	410	.....	6,000	.....	.....	.....
Massachusetts	1	3	85	.....	11	.....	.....	.....	5,000	300	3,500
Michigan	1	12	65	1	31	.....	.....	.....	.....	.....	.....
Missouri	1	3	78	.....	14	.....	.....	0	0	0	1,800
New York	1	5	150	2	39	1,180	.....	5,000	20,000	2,200	6,450
Ohio	1	3	85	.....	14	125	10	300	.....	.....	2,500
Pennsylvania	1	3	276	.....	105	2,395	30	76,000	16,000	1,550	.....
Tennessee	1	6	7	.....	2	.....	.....	.....	.....	.....	310
Dist. of Columbia	1	4	22	0	4	50	.....	500	0	0	1,200
Total	13	54	934	4	260	6,731	50	104,550	43,000	4,170	19,037
TOTALS.											
Regular	63	826	7,498	568	2,210	46,942	175	2,711,200	188,315	10,447	228,673
Eclectic	4	36	314	24	129	600	.....	190,000	.....	.....	23,250
Homœopathic	11	133	877	49	290	8,600	635	427,000	53,000	2,500	59,517
Dental	11	152	520	67	177	1,985	90	57,050	.....	.....	37,289
Pharmaceutical	13	54	934	4	260	6,731	50	104,550	43,000	4,170	19,037
Grand total	102	1,201	10,143	712	3,066	64,858	950	3,489,800	284,315	17,117	367,766

Efforts for the elevation of the standard of medical education are received with increasing favor.* The institutions which have adopted high standards and will certify

*The following interesting petition deserves preservation. It is without date, but in the handwriting of Doctor Theodorick Bland, of Virginia, who in 1761 was attending the University of Edinburgh, Scotland, with Messrs. Field, Arthur Lee, Blair, Bankhead, and Gilmer. It is found in the Bland papers.

"*To the honorable the Council of Virginia and House of Burgesses, the humble petition of the students of physic in the University of Edinburgh, from the Colony in Virginia, showing:* That we, your humble petitioners, being unanimously resolved to pursue our studies with such vigor and assiduity as shall most

only to thorough work have not lost patronage, as so many predicted. The advancement of the requirements in the medical institutions at Philadelphia is taking strong hold of the minds of medical men in that city, and it is believed that ere long one or more of the colleges will come to the front in these endeavors. The following editorial from a highly respectable journal illustrates the manner in which the question has been treated, and brings out some facts bearing upon the points at issue:

The system here in vogue is the traditional one founded on professors' fees. We offer to the medical student not a university career, but simple tuition under various able teachers, and practically void of penalties, discipline, or examinations for proficiency. The professors make the college; the students purchase tickets for the professors' lectures; teacher and pupil being thus placed in the direct relation of seller and buyer, with the inevitable deduction that the professor will be lenient with men who are his patrons. The reputation of a college is its life, and reports of the working of our system being carried out in every direction, men moved to enter the medical profession come to the Philadelphia schools knowing just what to expect, and calculating with justifiable assurance upon being given their diplomas at the end of two years, through formal attention to duty and because they have contributed their portion to the income of the professors. Under such a rule it is not possible that graduating conditions should be severe, and with the best desire to take a high stand, the professors are, in the nature of things, impelled to leniency. Matriculation is equivalent to graduation; for, while there are occasional instances of inability to graduate,—cases where the evident incompetency is too great to be overlooked,—as a rule the result is as we state it, and good, bad, and indifferent material alike passes the easy goal.—*Philadelphia Daily Evening Telegraph.*

As illustrative of the embarrassment which our medical diplomas encounter in foreign countries, it may be mentioned that two foreigners who had received a medical education in this country visited this Office with a member of one of the foreign legations, and called my attention to the fact that their diplomas would be substantially without value to them in their attempt to enter upon the practice of medicine at their homes, which they proposed doing. As the only relief from the difficulty in the power of this Office, the following certificate was given:

My attention has been called to the accompanying diploma in medicine given to ——— ———, by the academic senate of ———, situate at ———, in the State of ———, of the United States of America. The diploma, dated ——— ———, is duly signed by ——— ———, president of the university, and ——— ———, dean of the medical faculty; and I hereby certify to the authenticity of the diploma and genuineness of the signatures.

—— —— is one of the oldest and most distinguished of the institutions of learning in the United States, and a diploma in medicine therefrom is one of the best evidences that a student of medicine can obtain in the United States of having received a thorough medical education.

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 1876.

probably qualify us to practise with success the salutary art of healing, and entitle us to those honors in medicine which are conferred on those only whose proficiency in the art appears to merit them, and beholding with inexpressible concern the present unguarded state of physic in our native country, which lies open to the intrusion of every pretender to the medicinal art, who may there practise not less to the dishonor of medicine itself than the destruction of mankind, are moved by these considerations humbly to petition that the honorable the Council of Virginia and House of Burgesses will, agreeably to their distinguished regard for the people's welfare, enact such wholesome laws as shall to their wisdom appear most proper to remedy this public evil, and prevent any one for the future from professedly practising medicine who has not received a public testimony of his abilities by being properly licensed and honored with a doctor's degree.

"Your petitioners humbly conceive that such laws will not only most effectually conduce to the preservation of the health, (a point of the most interesting, inestimable, and tender import to every individual,) but, further, be a public and highly laudable encouragement to those students from the colony of Virginia who are now and may be hereafter engaged in the study of medicine to pursue it with the perseverance, industry, and address which alone can entitle them to a prospect of success. Such attention to the cultivation of each particular branch of science we humbly imagine to be eminently worthy of the regard of the fathers and protectors of our country. Thus sweet Heaven shall bless our happy country and breathe its kindly influence on her rulers. For which, as in duty bound, your petitioners will ever pray."

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	a9,179	b411	3,593	153	1,099	8	150	27	8	..	125	137	3,177	21	953	63
Total in classical and scientific colleges.	c5,946	b386	2,991	153	1,052	8	142	27	2	..	42	130	881	3	789	63
Total in colleges for women	d690	....	602	....	47	..	8	..	6	..	....	....	....	..	....	..
Total in professional schools	2,543	25	....	....	....	..	....	..	..	..	e83	7	2,296	18	164	..
ALABAMA	87	12	45	8	17	..	2	..	..	..	....	1	15	..	8	3
Classical and scientific colleges	38	12	11	8	17	..	2	..	..	..	....	1	....	..	8	3
Colleges for women	34	....	34	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	15	....	....	....	....	..	....	..	..	..	....	....	15	..	....	..
ARKANSAS	23	3	23	....	....	..	....	..	..	..	....	3	....	..	....	..
Classical and scientific colleges	23	3	23	....	....	..	....	..	..	..	....	3	....	..	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
CALIFORNIA	f123	3	32	....	33	..	24	1	..	..	4	2	23	..	....	..
Classical and scientific colleges	f90	3	32	....	27	..	24	1	..	..	....	2	....	..	....	..
Colleges for women	6	....	....	....	6	..	....	..	..	..	....	....	....	..	....	..
Professional schools	27	....	....	....	....	..	....	..	..	..	4	....	23	..	....	..
COLORADO	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Classical and scientific colleges	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
CONNECTICUT	249	14	203	6	1	..	....	..	..	..	....	6	11	..	34	2
Classical and scientific colleges	249	14	203	6	1	..	....	..	..	..	....	6	11	..	34	2
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
DELAWARE	13	....	13	....	....	..	....	..	..	..	....	....	....	..	....	..
Classical and scientific colleges	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Colleges for women	13	....	13	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
FLORIDA	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Classical and scientific colleges	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
GEORGIA	g240	5	167	3	15	..	1	..	..	..	....	1	36	..	6	1
Classical and scientific colleges	101	5	50	3	15	..	1	..	..	..	....	1	29	..	6	1
Colleges for women	g132	....	117	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	7	....	....	....	....	..	....	..	..	..	....	....	7	..	....	..

a Includes 74 degrees not specified.
b Includes 2 degrees not specified.
c Includes 47 degrees not specified.
d Includes 27 degrees not specified.
e There were also 457 graduates, upon whom in most cases diplomas were conferred.
f Includes 7 degrees not specified.
g Includes 15 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.
ILLINOIS	636	40	221	17	93	4	13	..	1	..	29	12	212	2	67	5
Classical and scientific colleges.	362	37	188	17	85	4	13	..	..	..	7	10	52	1	17	5
Colleges for women	42	....	33	....	8	..	....	..	1	..	....	....	....	....	....	..
Professional schools	232	3	....	....	....	..	....	..	....	..	22	2	160	1	50	..
INDIANA	*a*142	11	37	4	27	1	....	1	..	..	....	3	33	..	20	2
Classical and scientific colleges.	*a*103	11	34	4	24	1	....	1	..	..	....	3	....	..	20	2
Colleges for women	6	....	3	....	3	..	....	..	..	..	....	....	....	..	....	..
Professional schools	33	....	....	....	....	..	....	..	..	..	....	....	33	..	....	..
IOWA	348	11	43	3	79	1	8	2	..	..	1	2	136	3	81	..
Classical and scientific colleges.	234	8	43	3	79	1	8	2	..	..	1	2	22	..	81	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	114	3	....	....	....	..	....	..	..	..	....	....	114	3	....	..
KANSAS	*b*24	6	17	5	4	..	....	..	..	..	....	1	....	..	....	..
Classical and scientific colleges.	*b*22	6	15	5	4	..	....	..	..	..	....	1	....	..	....	..
Colleges for women	2	....	2	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
KENTUCKY	*c*462	13	93	3	12	..	....	1	..	..	....	7	339	..	12	2
Classical and scientific colleges.	118	13	60	3	12	..	....	1	..	..	....	7	34	..	12	2
Colleges for women	*c*39	....	33	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	305	....	....	....	....	..	....	..	..	..	....	....	305	..	....	..
LOUISIANA	80	1	11	1	2	..	....	..	..	..	....	....	60	..	7	..
Classical and scientific colleges.	62	1	3	1	2	..	....	..	..	..	....	....	50	..	7	..
Colleges for women	8	....	8	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	10	....	....	....	....	..	....	..	..	..	....	....	10	..	....	..
MAINE	138	9	105	6	33	..	....	..	..	..	....	1	....	..	....	2
Classical and scientific colleges.	133	9	100	6	33	..	....	..	..	..	....	1	....	..	....	2
Colleges for women	5	....	5	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
MARYLAND	236	4	46	....	....	..	....	..	..	..	....	3	161	..	29	1
Classical and scientific colleges.	25	4	25	....	....	..	....	..	..	..	....	3	....	..	....	1
Colleges for women	21	....	21	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	190	....	....	....	....	..	....	..	..	..	....	....	161	..	29	..
MASSACHUSETTS	681	16	322	....	122	..	5	..	..	..	31	5	101	2	100	9
Classical and scientific colleges.	641	16	322	....	122	..	5	..	..	..	15	5	77	2	100	9
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	40	....	....	....	....	..	....	..	..	..	16	....	24	..	....	..
MICHIGAN	496	2	90	....	65	..	22	..	..	..	3	2	157	..	159	..
Classical and scientific colleges.	467	2	90	....	65	..	22	..	..	..	3	2	128	..	159	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	..
Professional schools	29	....	....	....	....	..	....	..	..	..	....	....	29	..	....	..

a Includes 25 degrees not specified. *b* Includes 3 degrees not specified.
c Includes 6 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.
MINNESOTA	19	....	6	....	11	..	....	..	....	..	2	....	.....	..	....	..
Classical and scientific colleges	14	....	6	....	8	..	....	..	....	..	....	....	.....	..	....	..
Colleges for women	3	....	.....	....	3	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	2	....	.....	....	.....	..	....	..	....	..	2	....	.....	..	....	..
MISSISSIPPI	54	3	47	....	7	..	....	..	....	..	....	2	.....	..	....	1
Classical and scientific colleges	28	3	21	....	7	..	....	..	....	..	....	2	.....	..	....	1
Colleges for women	26	....	26	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
MISSOURI	*a*303	5	49	2	14	..	....	..	....	..	....	1	204	1	28	1
Classical and scientific colleges	*a*84	4	34	2	14	..	....	..	....	..	....	1	.....	..	28	1
Colleges for women	15	....	15	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	204	1	.....	....	.....	..	....	..	....	..	....	....	204	1	....	..
NEBRASKA	5	....	2	....	2	..	1	..	....	..	....	....	.....	..	....	..
Classical and scientific colleges	5	....	2	....	2	..	1	..	....	..	....	....	.....	..	....	..
Colleges for women	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
NEVADA	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Classical and scientific colleges	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Colleges for women	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
NEW HAMPSHIRE	131	12	90	5	20	..	....	..	....	..	....	4	21	..	....	3
Classical and scientific colleges	131	12	90	5	20	..	....	..	....	..	....	4	21	..	....	3
Colleges for women	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
NEW JERSEY	328	3	270	2	39	..	....	1	..	..	19	....	.....	..	....	..
Classical and scientific colleges	299	3	260	2	39	..	....	1	..	..	....	....	.....	..	....	..
Colleges for women	10	....	10	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	19	....	.....	....	.....	..	....	..	....	..	19	....	.....	..	....	..
NEW YORK	1,330	69	406	25	161	..	23	8	2	..	2	16	606	10	130	10
Classical and scientific colleges	979	59	391	25	161	..	23	8	2	..	1	16	271	..	130	10
Colleges for women	15	....	15	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	336	10	.....	....	.....	..	....	..	....	..	1	....	335	10	....	..
NORTH CAROLINA	67	11	66	4	1	..	....	..	....	..	....	6	.....	..	....	1
Classical and scientific colleges	45	11	44	4	1	..	....	..	....	..	....	6	.....	..	....	1
Colleges for women	22	....	22	....	.....	..	....	..	....	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	.....	..	....	..	....	..	....	....	.....	..	....	..
OHIO	*b*1,010	44	337	13	57	2	3	5	5	..	25	23	537	..	43	1
Classical and scientific colleges	*b*408	39	291	13	37	2	3	5	..	..	10	18	58	..	6	1
Colleges for women	71	....	46	....	20	..	....	..	5	..	....	....	.....	..	....	..
Professional schools	531	5	.....	....	.....	..	....	..	....	..	15	5	479	..	37	..

a Includes 8 degrees not specified.

b 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.
OREGON	20	2	3	....	11	....	....	1	....	....	....	....	6	....	....	1
Classical and scientific colleges	20	2	3	....	11	....	....	1	....	....	....	....	6	....	....	1
Colleges for women	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
PENNSYLVANIA	795	a46	315	14	98	....	29	7	....	....	....	14	335	3	18	6
Classical and scientific colleges	419	a43	289	14	91	....	21	7	....	....	....	14	....	....	18	6
Colleges for women	41	....	26	....	7	....	8	....	....	....	....	....	....	....	....	....
Professional schools	335	3	....	....	....	....	....	....	....	....	....	....	335	3	....	....
RHODE ISLAND	65	6	55	6	....	....	10	....	....	....	....	....	....	....	....	....
Classical and scientific colleges	65	6	55	6	....	....	10	....	....	....	....	....	....	....	....	....
Colleges for women	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
SOUTH CAROLINA	102	10	60	7	4	....	1	....	....	....	....	2	28	....	9	1
Classical and scientific colleges	60	10	46	7	4	....	1	....	....	....	....	2	....	....	9	1
Colleges for women	14	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	28	....	....	....	....	....	....	....	....	....	....	....	28	....	....	....
TENNESSEE	b310	12	177	4	19	....	....	....	....	....	5	5	48	....	54	3
Classical and scientific colleges	c178	12	53	4	19	....	....	....	....	....	5	5	46	....	54	3
Colleges for women	d130	....	124	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	2	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....
TEXAS	48	....	35	....	....	....	....	....	....	....	....	....	13	....	....	....
Classical and scientific colleges	24	....	24	....	....	....	....	....	....	....	....	....	....	....	....	....
Colleges for women	11	....	11	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	13	....	....	....	....	....	....	....	....	....	....	....	13	....	....	....
VERMONT	62	5	31	3	5	....	4	....	....	....	....	1	22	....	....	1
Classical and scientific colleges	62	5	31	3	5	....	4	....	....	....	....	1	22	....	....	1
Colleges for women	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
VIRGINIA	191	17	50	2	72	....	4	....	....	....	....	11	37	....	28	4
Classical and scientific colleges	176	17	50	2	72	....	4	....	....	....	....	11	22	....	28	4
Colleges for women	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	15	....	....	....	....	....	....	....	....	....	....	....	15	....	....	....
WEST VIRGINIA	51	3	32	3	19	....	....	....	....	....	....	....	....	....	....	....
Classical and scientific colleges	43	3	24	3	19	....	....	....	....	....	....	....	....	....	....	....
Colleges for women	8	....	8	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
WISCONSIN	162	9	77	5	56	....	....	....	....	....	4	2	....	....	25	2
Classical and scientific colleges	142	9	61	5	56	....	....	....	....	....	....	2	....	....	25	2
Colleges for women	16	....	16	....	....	....	....	....	....	....	....	....	....	....	....	....
Professional schools	4	....	....	....	....	....	....	....	....	....	4	....	....	....	....	....

a Includes 2 degrees not specified.
b Includes 7 degrees not specified.
c Includes 1 degree not specified.
d Includes 6 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.
DISTRICT OF COLUMBIA	148	4	17	2	.....	..	....	..	..	..	....	1	36	..	95	1
Classical and scientific colleges	96	4	17	2	.....	..	....	..	..	..	....	1	32	..	47	1
Colleges for women	.....	....	.....	....	.....	..	....	..	..	..	....	....	.....	..	....	..
Professional schools	52	....	.....	....	.....	..	....	..	..	..	....	....	4	..	48	..

THE SALE OF DIPLOMAS.

This has been a subject of more or less correspondence since my connection with the Office. The sale of diplomas in foreign countries has become a great disgrace to institutions of learning in the United States. There should be some way to put an effectual stop to the occasion of the scandal. Certainly there can be a correct sentiment on the subject among all honorable men; and if we have no way of dealing summarily with the offenders, their misdeeds can be so closely brought home to them that it will be at least inconvenient and undesirable for them to continue their disgraceful operations in this direction.

I deem it important to note several recent communications upon this subject. Rev. Charles Beauclerk, British Episcopal chaplain at Boulogne sur Mer, France, writes:

I take the liberty of writing to ask if there is such an institution as "The American University of Philadelphia," empowered legally to issue degrees to persons out of the country.

A person named Dr. P. F. A. Van der Vyver, of Jersey, England, represents that he can furnish these degrees for the sum of twenty pounds sterling. One has been forwarded to me, the diploma signed by the following named persons, viz: John Buchanan, M. D., Dean of Faculty; A. R. Simpson, M. D.; D. Dillen, M. D.; M. V. Chapman, M. D.; Charles H. Polk, M. D.; I. I. Siggins, M. D.; Geo. D. Kitchen, Sec., &c.

Mr. R. W. Williams, M. A., Ph. D., of the British General Post Office, London, writes as follows:

I take the liberty of addressing you, seeking information which I presume it lies within your power to give, and by your kindly so doing I shall esteem it a favor.

The information I seek is this:

1st. Is there a university (or normal college) called "Richmond College," Richmond, Jefferson County, Ohio, established by charter bearing date 1835?

2d. Have they the power to confer degrees?

3d. Is a Mr. L. W. Ong, M. A., LL. D., the regularly appointed president?

4th. Is there any means of procedure against "representatives" of such universities, either here or in America, who obtain for persons seeking degrees diplomas in absentia?

5th. And, further, is a Dr. Sturman the "legal" representative in this country?

In this connection, the following account is subjoined of a prosecution under the English act to restrict unlicensed medical practice. It is taken from the Manchester Weekly Times of November 4, 1876:

On November 3, 1876, at the Manchester City police court, among several persons charged with having "wilfully and falsely pretended to be a physician, doctor of medicine, or general practitioner," was one who held a diploma from the Metropolitan College of New York. The counsel for the defence said that "his client for 33 years was in large practice as a chemist, and during that time obtained an extensive practical acquaintance with medicines and their effect. He likewise gained considerable medical skill. Under these circumstances, having passed an examination, he obtained a diploma from a United States college. He was ready to admit that that diploma was not actual evidence that the person acting upon it bona fide believed that he was entitled so to act." It was proved that the defendant had received a diploma from the Metropolitan College, New York, having previously passed an examination at the Liverpool Museum of Anatomy. The diploma contained the words "has attended lec-

tures in the Metropolitan Medical College the full time instituted and required by law. He has been most assiduous and diligent in the acquisition of those branches taught in the institution." The magistrate said that "any person looking at the diploma produced would infer that the defendant had studied in the United States and passed his examination there." Nevertheless it was proved that he had attended no lectures in New York, but had attended some lectures on anatomy and physiology at the Museum of Anatomy in Liverpool. A witness, who said he was a doctor of medicine, philosophy, and laws of the United States, stated, on behalf of the defendant, that the Metropolitan College of New York had power to institute examinations in any part of the world by its members, and then grant degrees on their recommendations. Replying to a question from the bench, the witness said that he had studied at the college, and paid money for his diploma. He did not know whether the defendant had paid anything. Another witness said that the Metropolitan College of New York became extinct on the outbreak of the civil war. It was decided that the defendant had committed an offence against the medical act of 1859, and a fine of £5 and costs was imposed.

TABLE XVI. — PUBLIC LIBRARIES.

The following is a summary of the statistics of 76 public libraries from which information was received too late for insertion in the "Special Report on Public Libraries in the United States," published by this Bureau in October of the present year.*

TABLE XVI.— *Summary of statistics of additional public libraries.*

States.	Number in each State.	Number of volumes.	Average yearly additions.	Yearly circulation.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
At large	3	3,326	500	.....	.....	.....	.....	.....
California	1	1,600	.....	.....	.....	.....	.....	.....
Connecticut	2	2,327	120	2,600	$0	$150	$150	$0
Illinois	3	1,139	225	418	.....	477	300	48
Indiana	1	300	.....	.....	0	.....	.....	.....
Iowa	1	1,500	100	.....	.....	350	200	200
Kansas	4	2,579	1,440	2,148	.....	1,840	1,195	500
Maine	3	2,773	523	2,526	30,000	1,350	810	412
Maryland	1	543	.....	.....	0	1,000	900	375
Massachusetts	18	23,197	800	46,822	7,500	3,007	924	1,695
Michigan	6	8,949	550	50,760	.....	1,080	600	687
Minnesota	1	640	92	800	0	150	100	50
Missouri	2	893	.....	3,215	.....	108	808	50
New Hampshire	2	1,350	35	1,327	0	80	50	30
New Jersey	1	1,369	100	3,000	0	600	100	500
New York	10	17,223	595	20,083	49,000	581	554	606
North Carolina	1	455	225	1,954	0	329	329	0
Ohio	5	14,587	600	20,000	326,000	5,040	1,000	1,600
Pennsylvania	5	8,400	350	9,406	4,666	3,300	1,670	1,680
Rhode Island	*a*2	2,075	802	10,750	.....	1,000	.....	275
Vermont	1	1,200	50	4,900	1,000	60	60	25
Virginia	2	2,284	176	2,200	0	220	220	350
Wisconsin	1	800	100	2,400	0	225	100	75
Total	76	99,509	7,383	185,309	418,166	20,947	10,070	9,158

a One of the libraries is not yet open.

*Reports of Woman's Club and Library Association, Cairo, Ill., numbering 1,105 volumes; Citizens' Library, Washington, Pa., numbering 3,600 volumes; and Fond du Lac Free Library, Fond du Lac, Wis., numbering 1,800 volumes, were received too late for insertion in the table.

Two of these libraries, the Darby Library, at Darby, Pa., and the Library of the Moravian Archives, at Bethlehem, Pa., were formed in 1742 and 1743, respectively; brief notices of these will be found below, with mention of two other early libraries now extinct.

Of these 76 additional libraries, 74 report in the aggregate 99,509 volumes; 46 report an aggregate yearly increase of 7,383 volumes; 42 report an aggregate circulation of 185,309 volumes; 10 report permanent funds amounting to $418,166; 49 report total receipts from all sources, amounting to $20,947; 45 report a yearly expenditure for books, periodicals, and binding, amounting to $10,070; and 36 report a yearly expenditure for salaries and incidentals, amounting to $9,158.

STATISTICS OF THE SPECIAL REPORT ON PUBLIC LIBRARIES.

The following is a summary of the general statistical table of the Special Report:

Total number of volumes, (3,647 libraries reporting)	12,276,964
Total yearly addition, (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.

Adding the totals for the 76 additional libraries to the summary of the table of the Special Report above mentioned, (see also Report of the Commissioner for 1875, p. cvii,) we have the following aggregates for the 3,723 public libraries now reported:

Total number of volumes	12,376,473
Total yearly additions, (1,556 libraries reporting)	441,722
Total yearly use of books, (784 libraries reporting)	9,065,178
Total amount of permanent fund, (1,732 libraries reporting)	$6,523,747
Total amount of yearly income, (879 libraries reporting)	1,329,703
Total yearly expenditures for books, periodicals, and binding, (814 libraries reporting.)	572,477
Total yearly expenditures for salaries and incidental expenses, (679 libraries reporting.)	691,324

LIBRARIES FOR THE UNITED STATES LIFE SAVING SERVICE.

Within the year, this service has received from a lady who desires to remain unknown the generous gift of fifty small libraries for the use of the crews at the several life saving stations on the coast. These libraries comprise more than six hundred volumes, each volume bearing the inscription, "Margaret K. Burtis Memorial Library for Seamen: Established Philadelphia, 1876, by her friend." The libraries contain an excellent selection of books of travel, of adventure, of fiction, of essays, of religious instruction, &c., and will afford a welcome means of intellectual recreation and improvement to the members of the service. Mr. S. I. Kimball, the officer in charge of the service, in acknowledging this valuable donation with other individual gifts of books, says:

In the absence of any provision by Government for reading matter for the crews of the Life Saving Service, and considering the substantial and vital benefit such matter confers alike upon the service, its individual agents, and the recipients of its humane offices, especial and peculiar gratitude is felt to the kind and noble donors of these volumes. It is probable and, of course, desirable that these presents of books for the crews of life saving stations may be hereafter largely augmented by similar donations from other sources as generous and benevolent; and, with this in view, as well as to provide for the proper protection of the volumes, suitable cases have been made for them, so constructed in point of strength and portability as to admit of their being

exchanged, with their contents, at certain intervals, between the crews at different localities, thus securing for these libraries the added benefit of circulation, in order that the utmost justice possible may be done to the intention of the givers.*

LIBRARY OF THE DEPARTMENT OF THE INTERIOR.

The following tables kindly furnished by Mr. J. G. Ames, librarian, exhibit the quarterly circulation of the Library of the Interior Department for the year 1876. This library is free to all employés of the Department, and the statistics of its use are of special interest as showing the kinds of books chosen by a particular class of persons, namely, the clerks of the Department. It appears that fiction holds its relative place in circulation here as compared with other public libraries, fully 77 per cent. of the books taken out being of that class.

These statistics have been prepared with great care, and are believed to be worthy of preservation.

* Annual report of the United States Life Saving Service for 1876. Washington: Government Printing Office.

Statistical report of the Library of the Department of the Interior for the quarter ended March 31, 1876.

Classes of books in the library.	Borrowers.		Number of volumes borrowed.	Per cent. of circulation by classes.	Number of volumes kept too long.		Number of volumes loans renewed.		Number of volumes in the library.	Number of volumes not taken.	Author preferred.	Book most frequently taken.
	Men.	Women.			Men.	Women.	Men.	Women.				
History and chronology	177	46	223	4.	57	15	20	11	1,249	1,098	W. H. Prescott	Conquest of Peru.
Biography	159	62	221	4.	43	21	20	12	548	410	W. T. Sherman	Memoirs of General Sherman.
Science and practical	170	42	212	3.7	53	9	17	7	1,260	1,123	J. W. Draper	Conflict between Religion and Science.
Theology and ethics	13	13	26	0.4	3	.....	2	1	42	19	E. Swedenborg	Heaven and Hell.
Travel and exploration	202	61	263	4.5	41	10	11	3	390	241	Adeline Trafton	An American Girl Abroad.
Humor	41	17	58	1.	12	4	.....	1	39	22	S. L. Clemens	Innocents Abroad.
Poetry and drama	93	79	172	3.	21	11	7	6	319	218	R. Lytton	"Owen Meredith's" Poems.
Juvenile	51	41	92	1.6	9	8	.....	1	87	46	H. C. Andersen	Wonder Stories.
Miscellaneous	131	54	185	3.2	32	8	11	8	490	359	G. A. Pierce	Dickens Dictionary.
Fiction	2,560	1,799	4,359	75.	403	268	123	108	1,095	85	Christian Reid	Sibyl Huntington, by Miss Dorr.
Total	3,597	2,214	5,811	.....	674	354	211	158	.....	.....	Number of readers, 1,069; men, 760; women, 309.	

Out 14 times: "Sibyl Huntington," Dorr. Out 13 times: "Story of a Millionnaire," Mühlbach. Out 12 times: "Ralph, the Heir," Trollope; "Idalia," "Ouida;" "Woodcraft," Simms; "From my Youth Up," "Marion Harland;" "Within an Ace," Mrs. Jenkin; "Dallas Galbraith," Mrs. Davis; "Paul Massie," McCarthy. Out 11 times: "Little Dorritt," Dickens; "Pascarel," "Ouida;" "Philip Earnscliffe," Mrs. Edwards; "Woman against Woman," Miss Marryat; "True as Steel," "Marion Harland;" "Kenneth, my King," Miss Brock.

Classes of books in the library.	Borrowers.		Number of volumes borrowed.	Per cent. of circulation by classes.	Number of volumes kept too long.		Number of volumes loans renewed.		Number of volumes in the library.	Number of volumes not taken.	Author preferred.	Book most frequently taken.
	Men.	Women.			Men.	Women.	Men.	Women.				
History and chronology	176	41	217	3.9	49	10	20	9	1,249	1,087	George Bancroft	History of the United States.
Biography	128	65	193	3.4	31	17	19	17	548	428	Duchesse D'Abrantes	Memoirs of Napoleon.
Science and practical	104	48	152	2.7	37	11	7	4	1,260	1,160	John Ruskin	Modern Painters.
Theology and ethics	4	10	14	0.25	1	.....	.....	1	42	30	E. Swedenborg	Arcana Cœlestia.
Travel and exploration	149	41	190	3.4	33	6	13	8	390	273	Bayard Taylor	At Home and Abroad.
Humor	52	18	70	1.25	9	3	1	.....	39	11	"Max Adeler"	Out of the Hurly-Burly.
Poetry and drama	85	57	142	2.5	23	15	7	3	319	226	H. W. Longfellow	The Vision, Dante.
Juvenile	62	36	98	1.7	8	3	.....	.....	87	46	J. T. Trowbridge	Jack Hazard.
Miscellaneous	143	59	202	3.6	50	9	16	11	490	341	P. G. Hamerton	Why We Laugh, Cox.
Fiction	2,516	1,812	4,328	77.2	365	190	133	139	1,337	205	Mrs. Alexander	Mysterious Island, Verne.
Total	3,419	2,187	5,606	.....	606	264	216	192	5,761	.....	Number of readers: Men, 750; women, 313; total, 1,063.	

Out 16 times: "Mysterious Island," J. Verne. Out 15 times: "A Fair Saxon," J. McCarthy. Out 13 times: "Dear Lady Disdain," J. McCarthy, and "Old Mam'selle's Secret," "E. Marlitt." Out 12 times: "What shall it be?" "Mrs. Alexander." Out 11 times: "Woman in White," W. Collins; "Countess Gisela," "E. Marlitt;" "My Mother and I," Miss Muloch; "Hester Howard's Temptation," Mrs. Warfield; "From Jest to Earnest," E. P. Roe. Out 10 times: "Out of the Hurly-Burly," "Max Adeler;" "Harry Lorrequer," C. Lever; "Idalia," "Ouida;" "My Young Alcides," Miss Yonge; "A Floating City," J. Verne; "Hard Cash," C. Reade; "Love's Labor Won" and "How he won her," Mrs. Southworth; "Guardian Angel," O. W. Holmes; "Edna Browning" and "West Lawn and the rector of St. Marks," M. J. Holmes; "End of the World," Eggleston; "Jessamine" and "From my youth up," "Marion Harland."

Statistical report of the Library of the Department of the Interior for the quarter ended September 30, 1876.

Classes of books in the library.	Borrowers.		Number of volumes borrowed.	Per cent. of circulation by classes.	Number of volumes kept too long.		Number of volumes loans renewed.		Number of volumes in the library.	Number of volumes not taken.	Author preferred.	Book most frequently taken.
	Men.	Women.			Men.	Women.	Men.	Women.				
History and chronology	171	31	202	4	59	8	18	10	1,274	1,127	George Bancroft	History of the United States.
Biography	95	42	137	2.7	33	12	7	9	558	473	Agnes Strickland	Life of Charles Dickens.
Science and practical	75	27	102	2	16	2	15	4	1,269	1,188	John Ruskin	Stones of Venice.
Theology and ethics	7	3	10	0.2	1	1	1	.....	42	32	E. Swedenborg	
Travel and exploration	128	35	163	3.2	29	5	5	4	392	292	Bayard Taylor	My Captivity among Sioux, Mrs. F. Kelly.
Humor	44	10	54	1	11	3	.....	1	40	21	"Max Adeler"	Out of the Hurly-Burly.
Poetry and drama	84	66	150	3	20	16	5	1	321	222	Will Carleton	Farm Ballads.
Juvenile	37	29	66	1.3	8	2	1	.....	87	54	J. T. Trowbridge	Doing His Best.
Miscellaneous	151	37	188	3.7	36	5	6	4	499	352	P. G. Hamerton	Chapters on Animals.
Fiction	2,292	1,683	3,975	78.8	390	223	129	101	1,375	245	Julie P. Smith	In a Winter City, "Ouida."
Total	3,084	1,963	5,047	.....	603	277	187	134	5,857	.....	Number of readers: Men, 736; women, 284; total, 1,020.	

Out 13 times: "In a Winter City," "Ouida." Out 12 times: "The Daisy Chain," Miss Yonge; "Her Dearest Foe," "Mrs. Alexander." Out 11 times: "Victor's Triumph," Mrs. Southworth; "For Ever and Ever," Miss Marryat; "Morton House," "Christian Reid;" "The Second Wife," "E. Marlitt;" "Dear Lady Disdain," McCarthy; "Tested," Celia E. Gardner. Out 10 times: "Self-Raised," Mrs. Southworth; "A Life for a Life," Miss Muloch; "Inez," Miss Evans; "The Hand of Ethelberta," T. Hardy; "Three Feathers," W. Black; "Opening a Chestnut Burr," E. P. Roe; "The Atonement of Leam Dundas," Eliza L. Linton; "Jessamine," "Marion Harland."

Statistical report of the Library of the Department of the Interior for the quarter ended December 31, 1876.

Classes of books in the library	Borrowers.		Number of volumes borrowed.	Per cent. of circulation by classes.	Number of volumes kept too long.		Number of volumes loans renewed.		Number of volumes in the library.	Number of volumes not taken.	Author preferred.	Book most frequently taken.
	Men.	Women.			Men.	Women.	Men.	Women.				
History and chronology	113	39	152	3.4	34	13	7	9	1,282	1,164	George Bancroft	History of the United States.
Biography	106	58	164	3.6	23	13	11	5	561	444	Agnes Strickland	Memoirs of Napoleon, Duchesse D'Abrantes.
Science and practical	102	22	124	2.7	34	3	8	.....	1,276	1,188	R. A. Proctor	Popular Science Monthly Magazine.
Theology and ethics	6	4	10	0.22	2	2	2	1	44	34	.....	.....
Travel and exploration	103	28	131	3	19	5	6	2	401	305	Paul B. DuChaillu	Adventures in Equatorial Africa.
Humor	42	21	63	1.4	8	5	2	3	40	12	Samuel L. Clemens	Innocents Abroad.
Poetry and drama	68	37	105	2.3	12	3	5	2	323	244	H. W. Longfellow	Farm Ballads, Carleton.
Juvenile	35	40	75	1.7	7	4	1	.....	87	53	J. T. Trowbridge	The Young Surveyor.
Miscellaneous	115	46	161	3.6	39	9	11	4	504	379	P. G. Hamerton	Anecdotes of Public Men, Forney.
Fiction	1,933	1,583	3,516	78.1	328	222	91	93	1,405	267	E. P. Roe	Beatrice, Kavanagh.
Total	2,623	1,878	4,501	.....	506	279	144	119	5,923	.....	Number of readers: Men, 763; women, 292; total, 1,055.	

Out 13 times: "Beatrice," Kavanagh. Out 11 times: "No Intentions," Miss Marryat. Out 10 times: "Hopes and Fears," Miss Yonge; "The Prime Minister," A. Trollope; "Her Dearest Foe," Mrs. Alexander;" "Gold Elsie," "Old Mam'selle's Secret," and "Little Moorland Princess," "E. Marlitt."

THE CONFERENCE OF LIBRARIANS AT PHILADELPHIA.*

The Conference of Librarians held at Philadelphia, October 4, 5, and 6, 1876, at the rooms of the Pennsylvania Historical Society, was perhaps the largest and most profitable meeting of the kind ever held. About one hundred delegates were present, including nearly all the leading librarians of this country, and several from abroad. Of the conference and its work, the American Library Journal for November, 1876, says:

The conference at Philadelphia proved a thorough and entire success — a success which was a surprise to those who hoped most from it. The faith and enthusiasm, the breadth of view, the carefulness of observation, and the patience of adaptation in making the popular library a great means for the development of the people shown throughout the proceedings, but especially in the papers and discussions on the encouragement of readers and the demand for fiction, were a revelation to those who had not watched the rapid development of the library interest in America, and gave the greatest encouragement to those hitherto isolated leaders who found that all through the country there had been growing up to them a school of disciples. Of all who came, there was not one who had not felt that he or she belonged to a philanthropic profession, and who had not recognized that the difficult and delicate art of library management rests upon a science whose principles must be reached by continuous and careful observation. A chief usefulness of the conference was that it made public expression and confirmation of this faith, in such wise that the spirit of the hundred who were there will go out and bear fruit among the thousand or more who had not awaked to the importance of their calling and of this conference.

Of the permanent results of the conference the organization of the American Library Association must be put first, because this means the frequent repetition of the conference;† a recognized authority which may promote or endorse desirable improvements, and furnish decisions on those many points at issue in which prospective general usage is the sufficient criterion, and a chance otherwise to reap the benefits of organized coöperation. Next should come Mr. Poole's determination, under the reënforcement of the conference, to bring his Index up to date; a work toward which he has been taking active steps since the adjournment, and which, we may be assured, will be followed by other labor saving compilations for general use; as, for instance, subject indexes on the business plan discovered by Mr. Poole for his Chicago finding lists. We would place third the prospective work of the committees on the coöperative cataloguing and size description of books; any authoritative decision on these points will solve a great difficulty, and it is not unlikely to be accepted by the English librarians, who, word has come since the conference, have awakened to the difficulty, but have no organized means of reaching it. These are but a few of the score of benefits that will hereafter be traced to the conference.‡

The following paragraph on some of the results of the conference is taken from the last report of the superintendent of the Boston Public Library:

Whatever may have been the satisfaction to the members of this conference during the season of it, the procession of events already following upon it is likely to prove of much more importance. It has made known much to librarians in this country, by which their labors are lightened or rendered more effective. In Europe it has helped to make known the work which we are accomplishing here in a way so different from their own, and it has instigated movements for similar gatherings in England and in Germany. In Great Britain the project bids fair to succeed; but in Germany the libraries are largely under the charge of officers who divide the interest in their work with other duties, much to the loss of an effective emulation. In France there is more sympathy, and various recognitions of the advantages of our free library system have been made of late in their public press, in which the [Boston Public] Library has more than once been pointed out as its exemplar. The destinies of Europe for the next decade may lucklessly be left to the arbitrament of war, but the season of the coming Exposition at Paris is likely, it is thought, to bring with it an international convention of librarians. It is somewhat significant that in a recent official document, laid before the municipal

Proposed conference of British librarians.—A recent number of the Academy, (London,) in a notice of the conference of librarians at Philadelphia, remarks: "The unequivocal success of the Conference and its permanent results suggest the advisability of English librarians holding a similar meeting and establishing a similar organization for mutual interchange of ideas." It is understood that a plan for a conference of British librarians has since been adopted, and that the conference will be held in London some time in the coming year.

† The second session of the conference of American librarians has been called to meet in New York City in September next.

‡ The following reports have been made by committees chosen by the Philadelphia Conference and printed in the American Library Journal: "Report on sizes," "Report on a new edition of Poole's Index," "Report on constitution of the American Library Association," and "Report on coöperative cataloguing."

council of Paris, while a review is made of the budget for the ensuing year, the question is raised of the propriety of that city's establishing a great public library for popular use, and the system of our own is commented upon as the fitting one. I have been called upon for more details regarding it than our usual printed reports show, and a summary of such as I have given is now appearing serially in the Journal Officiel, under the supervision of M. Guillaume Depping, librarian of the Bibliothèque Ste. Geneviève.

The following is a list of the papers read at the Philadelphia Conference:

Some popular objections to public libraries; William F. Poole, Chicago Public Library.

The preservation of pamphlets; Charles A. Cutter, Boston Athenæum.

A universal catalogue, its necessity and practicability; James G. Barnwell, Philadelphia Mercantile Library.

The sizes of printed books; Charles Evans, Indianapolis Public Library.

A coöperative index for public libraries; Thomas H. Rogers, Warren County Library, Illinois.

Free libraries and readers; Justin Winsor, Boston Public Library.

Bibliography as a science; Reuben A. Guild, Library of Brown University.

The qualifications of a librarian; Lloyd P. Smith, Philadelphia Library Company.

Personal relations between librarians and readers; Samuel S. Green, Worcester Public Libary.

Subject indexes for popular libraries; H. A. Homes, New York State Library.

Copyright in its relations to libraries and literature; A. R. Spofford, Librarian of Congress.

American Library Association.—The conference adopted a plan for a permanent organization under the name of the American Library Association, "for promoting the library interests of the country, and for increasing reciprocity of intelligence and good will among librarians and all interested in library economy and bibliographical studies."

The following officers of the permanent organization were unanimously elected:

President, Justin Winsor; vice-presidents, A. R. Spofford, William F. Poole, and Henry A. Homes; secretary and treasurer, Melvil Dewey.

A full report of the proceedings of the conference, including the papers read before it, register of delegates, &c., is printed in Nos. 2 and 3, vol. I, of the American Library Journal, which was made the official organ of the American Library Association.

PUBLIC LIBRARIES A HUNDRED YEARS AGO.

Chapter I of the Special Report on Public Libraries contains historical sketches of all American public or social libraries existing one hundred years ago concerning which information had been obtained before that report went to press. Notices of the following additional libraries formed in the colonial period are here printed as an appropriate appendix to that report:

*The United English Library, Pomfret, Conn.**—"Special efforts were made by the early inhabitants of this town [Pomfret] and vicinity to provide themselves with the means of general and useful knowledge. In 1739 a solemn covenant was entered into by sixteen individuals of Pomfret, Woodstock, and Killingly, including the ministers of the several parishes, to pay the sums affixed to their names for the establishment of a library. One man gave £30, and four others £20 each, and the sixteen made out £254.

"This library association was called 'The United English Library for the propagation of Christian and useful knowledge.' It was ordered that the books of said library should be kept in Pomfret. Mr. Williams was the first librarian. After the formation of the society, other individuals joined them; fifteen persons very soon, who paid into the society £185. With these funds a very valuable library was purchased. They also received presents of books from friends abroad, and from authors. Thanks were voted, as appears by the records, to Rev. Dr. Guise, of London, for his works. In 1745, the library was divided, the inhabitants of the several towns taking their share of the books and funds, to constitute a distinct library by themselves. General

* History of Pomfret. A discourse delivered on the day of annual thanksgiving in the First Church in Pomfret, November 19, 1840. By D Hunt, pastor of said church. Hartford: J. Holbrook printer. 1841.

Israel Putnam was admitted to this association August 27, 1753, and 'paid £16, old tenor.' The Pomfret branch continued to be sustained for many years. The old case and a remnant of the books I now have in my possession."

Bridgetown Library, Bridgetown, N. J.—The Bridgetown Library was chartered in 1765, with John Budd and others as members. The old town of that name is now called Mount Holly, and has been so called for the last hundred years. Nearly 300 volumes of this old library are still preserved in the Burlington County Lyceum of History and Natural Science, at Mount Holly. The books are kept in a separate case, marked "Bridgetown Library, 1765," and some of them have imprints as late as 1805, showing the library to have existed at that date.—(American Library Journal, vol. I, No. 8, p. 303.)

Library of the Moravian Archives, Bethlehem, Pa.—This library was begun about the year 1742, at which time the Moravian Church was organized at Bethlehem. It contains about fifteen hundred volumes and pamphlets, and about one thousand manuscripts. Among the bound volumes are a number of bound manuscripts, comprising reports of churches and missions, sermons and biographies. The other manuscripts comprise official correspondence, official diaries of the church at Bethlehem from 1742 to the present time, journals of missionary tours, official journals of the missionaries among the Indians, miscellaneous historical papers, and a large mass of financial papers, as also the account books of the various enterprises carried on for the benefit of the church at Bethlehem in the last century. The pamphlets relate mostly to colonial and revolutionary times; the printed volumes comprise, first, a tolerably complete collection of Moravian books, ancient and modern, and, second, miscellaneous works, Bibles, dictionaries, cyclopædias, sets of magazines, &c., nearly all of the last century.

The archives are kept in a large apartment in the second story of one of the wings of the church edifice.

Next to the library of the Pennsylvania Historical Society, in Philadelphia, and the State archives at Harrisburg, it is probably the most valuable historical collection in the State.—(Extract from a communication to the Bureau of Education by Rev. Edmund de Schweinitz, S. T. D., librarian.)

Darby Library, Darby, Delaware County, Pa.—The library company was organized March 10, 1743, by Joseph Bonsall and twenty-three others, most of whom were members of the Society of Friends. Among the early friends and active members of the library company were several of the most distinguished men of the Province of Pennsylvania, such as John Morton, one of the signers of the Declaration of Independence, and John Bartram, the American botanist, who established the first botanical garden in America.

The company was organized on the basis of "joynt copertnership," to "propagate useful knowledge, both religious and civil." Each subscriber to the articles of agreement paid in hand 20*s.*, (English,) and 5*s.* annually additional. This constituted a share in the company, and it could be transferred, sold, or devised by will, subject, however, to the approval of the company. The officers were a secretary, who was also charged with the duty of acting as moderator of the meetings, a treasurer, a librarian, and four assistants, all to be elected annually by the subscribers. The books to be purchased for the library were selected by a vote of the members at their annual meetings.

Under the original articles of agreement, with an occasional immaterial amendment, the company continued to transact its business for one hundred and twenty-four years. In 1867 the subscribers applied for a charter, which was granted, and accepted by the company January 7, 1868; the association is now a joint stock company with corporate privileges. It deserves to be mentioned that the annual meetings have been regularly held on the day appointed for one hundred and thirty-four years, without a single omission or failure to secure a quorum to transact business.

The officers, although elected annually, have generally been reëlected as long as they lived. The present president, Mr. John Sellers, has held that office for sixty-two years, and during all that period has never been absent from an annual meeting.

The regular resources of the company have been derived from membership fees, which, as has been stated, were at first 20*s*. Subsequently, the fee was fixed at £7, then at £8, then at $20; it is now $5. The original yearly payment of 5*s*. was subsequently increased to 10*s*; it is now $2. The membership has never been large, and consequently the revenues of the company have always been limited. The library now derives additional revenue from rent of the hall for occasional use and from lectures given in it for the benefit of the library. The yearly income from all sources does not ordinarily exceed $500; last year it was $409.

Until recently the company did not own any building, and consequently the library has usually been kept at the residence of the librarian. For his entire services, including room for the books, the care of the same, and all the duties of his office, the librarian was allowed an annual salary of 20*s*. This rate continued for forty years; but when good Ruth Bonsall, widow of the late librarian, continued to perform the duties of the office after the death of her husband, she was allowed 40*s*. per annum. In 1796 the salary was increased to £3 annually; subsequently to £7. This was the rate at the beginning of the present century and long afterward; and substantially the same economy of administration has marked the entire history of the company.

The first books were necessarily obtained from England. A portion of the letter accompanying the first order for books to London is herewith given:

DARBY, *y*e 14*th of* 4 *Month*, 1743.

Friend PETER COLLINSON:

There is a small number of us in Darby, near Phil*a*, who have formed ourselves into a company, in order to purchase a small set of books for our use; with well-grounded expectations of our numbers increasing in a little time, and being advised by our fr*d* and neighb*r*, John Bartram, to apply to thee to purchase the s*d* books, and in confidence of thy good disposition, and from y*e* character he gives of thee to encourage such a decision, have thought fit thereupon to send to and desire thee to do such an office of kindness for us; but as our number is but small, so is the sum of money, amounting only to fourteen pounds. * * * Be so good, also, as to get the books lettered on y*e* back, if that can be done without much trouble or cost, or as many of them as conveniently can be. We also desire thee to send the price of each book purchased, that being necessary for us to know in pursuance of our agreement. Thy answering our request will much oblige us, who, with due respect, are thy unfeigned friends. Signed in behalf of said company,

By JOSEPH BONSALL, *Secretary*.

The first list of books ordered is also a fair specimen of the character of all the books bought in the first one hundred years of its history. It included: The Gentleman Instructed; Puffendorf's Law of Nature and Nations; The Spectator, eight volumes; The Turkish Spy, 8 volumes; Tournefort's Voyages, 2 volumes; Whiston's Theory; Addison's Travels; Barclay's Apology; Locke on Education; Religion of Nature Delineated; Gordon's Geography; Grammar; Sherlock on Death; Whiston's Astr*o*. Principles; Maundrell's Travels; Dyche's Dictionary; Tull's Husbandry; Blackmore on y*e* Creation; Independent Whig, 3 volumes; Wood's Institute of y*e* Laws of England; Milton's Paradise Lost and Regained, 2 volumes; Puffendorf's History of Sweden; Raleigh's History of y*e* World, 2 volumes; and the Life of the Duke of Marlborough, 2 volumes.

Most of these books are still in the library, and in good condition. Many of the later accessions comprise a greater proportion of the class known as light literature, but the library still maintains its character for substantial books of intrinsic worth.

The assistant librarians, whose duty it has ever been to inspect the books and guard against loss, rebind those needing it, &c., have generally been faithful in the performance of their duties, and consequently remarkably few books have been lost or destroyed. In 1763, twenty years after the organization of the company, they report that, having inspected the state of the library, all the books are come to hand, except a small volume called "Buisy-Body," being the first volume thereof, and that book they understood was in the hands of a member of the company.

In 1776 the library contained 364 volumes; in 1800, 1,023 volumes; in 1843, at the completion of the first century of its history, it contained 2,026 volumes; and at

present, 3,683 volumes. The library is comparatively a small affair; but it must be remembered that it is a village library, and that the village itself has never contained more than sixteen hundred people at any one time.

The average yearly increase of the library for the last ten years has been 103 volumes; and the average yearly use of books about 4,000 volumes.

The amount expended for books during the last twelve months has been $150, which is about the present average expenditure for that object.

At the beginning the library was open on every other seventh day from 5 to 7 o'clock p. m.; subsequently every seventh day; then twice a week. It is now open every week-day from 11 a. m. till 8 p. m.

For one hundred and twenty-four years the library was kept in a private house, generally at the residence of the librarian; but in 1867 the company purchased an eligible lot of ground, at a cost of $1,000, and built thereon a substantial brick building for the use of the library. It is 29 by 55 feet and two stories high. The first story contains a room for the library 22 by 27 feet, and five other rooms, which are used for the residence of the librarian and family. The second story is fitted up as a hall, and will seat 325 persons.

The whole cost of lot and building was about ten thousand dollars, and was raised by subscription among the citizens of the village and vicinity, so that the library is now entirely free from debt.—(From a sketch furnished the Bureau of Education by Rev. W. T. Brown, of Darby, Pa.)

SPECIAL REPORT ON PUBLIC LIBRARIES IN THE UNITED STATES.

The report published in October of the present year will soon have been distributed to nearly all the public libraries in the United States. Copies are also being sent to all the more important public libraries in foreign countries. The very extensive demand for the report from educators, and from librarians and library committees charged with the work of organizing new libraries, attests that a new interest has been awakened in the subjects of which it treats, and that a powerful impulse has been given to the establishment of public libraries as well as to a more efficient management of libraries as a means of moral and intellectual cultivation. Besides this demand, perhaps the best evidence of the need of such a report, the Office is in almost constant receipt of the most gratifying testimonies to the great usefulness of the work from librarians, bibliographers, and scholars both at home and abroad.

Of this report Mr. Winsor, superintendent of the Boston Public Library, says:

Two or three years ago the Bureau of Education at Washington determined that their contribution to the records of the national anniversary should be an exposition of the library development of the country. General Eaton confided the immediate direction of this work to two gentlemen; also sought the assistance of the chief librarians of the States; and the result of all their joint labors took shape in a ponderous volume, which must pass for a bibliothecal cyclopædia, if the most varied and extensive gathering of knowledge and experience in library economy ever made entitles it to that designation.

LIBRARY OF CONGRESS.

Extent of the collection.—The report of the Librarian, Mr. A. R. Spofford, for the year ending December 31, 1876, shows an aggregate of 311,097 volumes of bound books in the Library, together with about one hundred thousand pamphlets; an increase during the year of 17,590 volumes, besides 8,636 pamphlets. Of the additions, 5,495 books and 745 pamphlets have been by purchase, 8,020 books and 5,295 pamphlets by copyright, and the remainder by deposit of the Smithsonian Institution, by donation, (including State documents,) and by exchanges. The acquisitions to the library by purchase during the year, though not so large numerically as in some previous years, have been more than usually important. Extensive auction sales in American cities and on the Continent have been availed of to make selections of rare and expensive books seldom occurring for purchase; and in this way very handsome acquisitions of early American imprints, and of multitudes of books and pamphlets relating to Amer-

ica, not before in the collection, have been secured. Among the foreign purchases worthy of note, were complete sets of the publications of the Maitland Club, in 110 volumes; Nichols's Bibliotheca Topographica Britannica; the Chetham Society Publications; the Dresden Gallery, 3 volumes, great folio; Ferrario's Costumes, 21 volumes, folio; the Critical Review, 144 volumes; the original manuscript Report of the Debates in the Irish Parliament, from 1775 to 1789; and many other works of great value and interest which have greatly increased the value of the collection as a complete library of reference.

Copyrights.—The business of the copyright department during the year shows a considerable increase of entries, notwithstanding the depressed condition of the book publishing trade and connected interests. The whole number of entries of copyrights during 1876 was 14,882 against 14,197 for the preceding calendar year. Of the whole number of articles copyrighted, 4,010 were books.

New catalogue.—The materials for the new general catalogue, which will represent the entire contents of the library up to date, have been completed, and all the titles, exceeding 260,000 in number, are ready for the press.

Documents relating to French discoveries and explorations.—Since the last report, the publication of the first volume of original historical documents relating to the French discoveries and explorations in the northwestern portion of the United States and on the Mississippi, has taken place. The whole work will be embraced in six octavo volumes, with an atlas of maps in quarto, and will cover a vast collection of letters, official papers, and other documents, in the original French, relating to the discoveries and settlements under Cavelier de la Salle and other explorers in territory now belonging to the United States, from 1614 to 1752. The edition will comprise only 500 copies.

Need of a new building for the library.—The question of most pressing importance connected with the interests of the Library of Congress, which has become by liberal legislation and extensive growth the library of the nation, is the provision of a suitable building to contain its rapidly accumulating stores. The injury to the books and objects of art that are piled up unprovided with shelves or room, increases with every addition, and the administration of the Library and the copyright business in such narrow quarters is attended with the greatest difficulties and embarrassments.

BOSTON PUBLIC LIBRARY.

The following extracts from the twenty-fifth annual report of the library will be found well worthy of perusal. In this report Mr. Justin Winsor gives a rapid sketch of the experiences of the library during his superintendency, which dates from 1867. The lessons to be drawn from this review are scarcely less important to educators than to professional librarians:

Extent of the collection.—The Central Library in Boylston street now holds 242,885 volumes, divided between 35,478 in the popular branch and 207,407 in the Bates Hall collection; the branches contain 69,125 volumes. The total contents are 312,010 volumes—an increase for the year of 15,169 volumes.

Circulation.—The libraries were open during the year for popular use and consultation 306 days. The loans and hall use of the Bates Hall collection advanced from 114,329 volumes in the previous year to 141,618 volumes,—a gain of nearly 24 per cent. The Lower Hall issued to borrowers 405,732 volumes, against a previous circulation of 348,842—showing an increase of nearly 17 per cent.—a result most surprising when the confined and unsuitable quarters to which the public are admitted are taken into consideration. From the six branches there were issued 593,202 volumes. The following table gives the number of books in each of the popular libraries, and their comparative use during the present and past year:

	No. of vols.	Use.	Average per vol.	Average last year.
Lower Hall, Boylston street	35,478	405,732	11.35	9.9
East Boston Branch	9,643	102,627	10.53	10.06
South Boston Branch	8,178	135,179	16.53	16.3
Roxbury Branch	12,535	146,429	11.71	9.4
Charlestown Branch	18,084	106,816	5.90	4.93
Brighton Branch	12,317	29,792	2.42	2.08
Dorchester Branch	8,147	71,979	8.83	9.29

It is not surprising that the great percentage of increase in circulation which the last year showed over the previous year could not be sustained. Though the increase in use was 192,951 volumes, a larger number than ever before, yet the percentage has diminished from 25 to 20 per cent. The utmost extent of circulation for any given population in a district is determined by the convenience of access and the proportionate number of volumes, fiction inclusive, which it desires to borrow. If a public library is administered upon the principle of giving fiction in preference to books of solid value, and as much as is wanted, there is no limit to the circulation which such popular library may acquire.

The reading rooms of such libraries as were opened to the public, including Sundays, through the year, received visitors on 360 days, during which 339,514 readers made use of 424,664 periodicals,—an increase of 22,206 readers and of 24,212 periodicals. The employment on Sundays of the branch reading rooms, as intimated in the last report of the trustees, has become so limited that a portion of them has been discontinued.

Contributions.—The contributions to the collection from individual generosity since the last acknowledgment of the trustees show 1,125 benefactors, who have given an aggregate of 3,562 volumes and 11,071 pamphlets. Besides this, there has been placed at the service of the institution by a previous benefactor, J. Ingersoll Bowditch, esq., the sum of $500, to be expended in the purchase of mathematical works, for the purpose of adding to the Bowditch library such publications as are needed to keep pace with the progress of that science.

Losses.—The losses of the library in books not recovered from borrowers still show the Central Library as the principal sufferer. The Roxbury Library has no volume missing from its circulation of 146,829 volumes—the largest circulation of a single library without loss yet known to our experience. The total issues of the branches were 593,202, and there are missing only 10 volumes, being 1 for each 59,322 circulated. Owing to the more changeable population of the city proper, its record is not so satisfactory, 119 volumes not having been returned from a delivery of 547,350 volumes, or one out of every 4,600,—a somewhat larger proportion of loss for the Central Departments than recent years have indicated.

The branches and the Central Library.—We have had abundant proof in our experience that the branches, with the territorial extent which has been left between them, have not at all diminished the usefulness either of oue another or of the Central Library. Some apprehension was felt, at the institution of the system, that Boston was hazarding its chances of making the library in Boylston street an important one for the country, and even for the world, in thus dissipating, as it was feared, the resources of the city among lesser projects, which would detract from the interest felt in the parent institution. The result has been just the reverse.

The statistics show that, while the circulation of the entire library has increased nearly seven times since 1867, the present aggregate is by no means wholly owing to the additional work of the branches; since the use of the popular collection in the Lower Hall has nearly trebled, and that of the higher department of the Bates Hall has quadrupled. The Bates Hall delivers as many books now as the Lower Hall did ten years ago. Our experience has been that also of the principal English libraries. Dr. Crestadoro writes to me from Manchester that the successive establishment of the branches of their library has in no wise interrupted the constant appreciation in use of the preëxisting departments.

Extension of library service.—Within the past year a sort of subdelivery has been established at Deer Island for the benefit of the city institutions situated there, books being sent in boxes from the Central Library once a month, two or three hundred at a time. At the request of the fire commissioners, a similar service has been given to thirteen of the engine houses in the city proper and to the fire boat for the benefit of the firemen; and it is probable that the protective department will come within the same rules. Under a guaranty from the authorities of the navy yard, a like privilege has been granted to the reading room within the walls of the yard for the advantage of the enlisted men on the station; but the arrangement has not yet been put in force.

Bibliographical aid to readers.—In 1873 the library made an innovation in the bibliographical matter which was made an adjunct of its popular catalogues. The new departure was a natural one, and followed as a matter of course in the development of the influence which it was the aim of the fathers of the library to bestow upon the public. Mr. Everett, its first president, enunciated a sentiment that has never been lost sight of, when he claimed that its mission was to supplement the schools; and a happy embodiment of the idea has found shape of late in the phrase of "the people's college." With the growth of any collection the ease of consultation naturally gives way to an indecision in the face of accumulated titles on every subject, and without some guide to a choice of books, discouragement is likely to ensue from any haphazard selection out of many, for any particular purpose. A consideration of these difficulties ripened the plan. As preliminary, the thought occurred of alluring the pastime reader, of whom all libraries in any degree popular have a large following, by easy steps to become a reader of better purpose. I am too much a believer in the general straight-

forwardness of ingrafted impulses ever violently to counteract them. I believe men can be led rather than pushed. The implanting in mankind of the story telling faculty, and the enjoyment of it in others, were not an idle creation; and the imagination has done too much for the amelioration of mankind not to deserve our acceptance of it as a handmaid of virtue and a promoter of intellectual advancement. This assistance was accordingly invoked in a list of historical fiction, which was prepared in chronological grouping under countries, as calculated to instigate a study by comparison, and lead the mind to history and biography by the inciting of the inquisitive faculties. I have reason to believe that the idea was not a futile one, from the interest manifested in the movement, and the avidity with which more than one edition of it was taken up. This was but a trial. The next step was the more serious one of endeavoring to direct the ductile perceptions of the less learned among readers. The effort was not to propound positively any course of reading, for there is danger always in dogmatism, however right its foundation may be. The notes which were appended to the subject references in the History, Biography, and Travel Catalogue of the Lower Hall, in 1873, served to render the ordinary reader more able to choose to his liking when an undistinguishable mass of equivalent titles perplexed him. That catalogue was a year in passing through the press, a term lengthened by the destruction of part of the work on it in the great fire of November, 1872; and when it was published in August, 1873, I was able to record for the next year, month by month, a remarkable increase of the use of books from the Lower Hall, in history, biography, and travel, amounting in some months to 200 per cent. At the end of the year we of course had to gain upon the work of its influence twelve months before, and the ratio of gain fell at once, though it still remained to give some testimony of its continued helpfulness. The files of the library show the opinions upon these results entertained by many gentlemen interested in projects of popular education. A veteran in this sphere, Mr. George B. Emerson, said, "I have never seen anything so excellent; and hereafter no large catalogue will be considered complete without something similar appended to it." From Europe like expressions of approval came. "I have shown it to some of the profession here," wrote one of the chief British librarians, "and they are as much astonished at the idea as at the execution of it. I do not think there will be many imitators. The labor of such a work must be enormous, and certainly beyond our resources and methods."

The expectation which was expressed by Mr. Emerson was soon realized in the adoption of many of its notes in the catalogues of some of the smaller libraries, and in 1875, the public library of the town of Quincy fully committed itself to the scheme, in the publication of an excellent catalogue, which had the editorial supervision of Mr. Charles Francis Adams, jr., the president of its trustees. Somewhat similar work, particularly embodying references to the sources of study in periodical literature, which had been made a part of the scheme, appeared in the careful catalogue of the Mercantile Library of Brooklyn; but the whole effort of its librarian, Mr. S. B. Noyes, cannot be appreciated until his work is completed. Similar notes, simplified to meet the wants of a smaller constituency, and improved in many respects, were repeated in a new edition of the Roxbury Branch Catalogue, issued last year. A set of references in elucidation of English history, printed in large type on broadside sheets, with spaces for the filling in of the shelf numbers, was perfected, with the numbers of each department inserted, and posted, with good effect, in the respective halls. The edition printed was small, and the demand for them from other places could not be met; but for the testing of its value in other communities copies were sent to various libraries in this country and in England, and I have since observed, in their reports, several references to their value.

Books of fiction.— Of the proportions of the various classes of books as sent into circulation the superintendent says: It will be seen that there is little change in these ratios. The most significant and gratifying is a marked diminution, since 1873, of the use of fiction in the Lower Hall; but it is apparent that the change has been brought about by the methods of instruction which we employ. The natural craving of the masses is for story telling. It cannot be eradicated. The attempt would only drive the frequenters of the library away in large numbers. I look upon the dominating taste in reading, as Kant regarded the general tendencies of mankind,—to accept it and to strive to better it. The wise course is to regulate it, and to use the instinct as a means of its own improvement. I selected one Saturday in the height of our season, and directed that all slips handed in at the Lower Hall counter which failed to secure a book should be saved. They numbered nearly 5,000, showing that twice as many slips failed of their purpose as succeeded. An analysis of these requests shows that 404, or about a twelfth part only, were non-fiction; more than two-twelfths were a miscellaneous assemblage of novels, each asked for once, twice, or perhaps thrice, but not sufficiently characteristic to signify any marked intent. Over 500, or more than a tenth part, were calls for dime novels, but few of which are now left in the library,— the remnants of a set which were, some years ago, experimentally put into use, but which at this time still stood in the printed catalogues which were on hand. The

single author most in request was Horatio Alger, jr., a writer for youths, whose books were marked on 390 slips. Mrs. Southworth came next, 301 times; then Oliver Optic, 292; Dumas, 199; Mrs. Stevens, 158; Miss Braddon, 154; Mrs. Holmes, 146; Fosdick, a writer for boys, 125; Fleming, 87; Kingston, a boys' writer, 83; Ainsworth, 69; Mrs. Wood, 60; Grant, 59; Lever, 58; Mrs. Grey, 54. The most sought-for single book was Alger's "Timothy Crump's Ward,"—64 times. Almost a quarter of the entire number may be called juvenile books. Over a third certainly would class among the lower grades of popular novelists, without counting such as were not popular and of this grade. About a sixth of the whole may be considered from fair to first class as to literary merits. Out of this 4,875 total, some of the well known names in literature stand low in the scale of demand; as, for instance, Don Quixote, 2; Jane Austen, 2; Goldsmith, 2; Swift, 3; Gœthe, 4; George Sand, 4; Scott, 5; Thackeray, 5; George Eliot, 9; Hawthorne, 10; Bulwer, 10; Charles Reade, 10; Miss Muloch, 10; Dickens, 25; Wilkie Collins, 27; Cooper, 34; Marryat, 44; James, 44.

This record should not afford the foundation for off-hand conclusions. The hours during which the slips were saved were the busiest of the week, and which the better readers shun. Duplicates of the higher class of novels being supplied on less urgency than those of inferior position, the exhaustion of such books signifies a relatively greater demand than is the case with the lower classes. It should always be further borne in mind that in public libraries the demand for the better books is considerably lessened, from the fact that such books are bought more commonly for the family book shelf than the inferior ones. It is for this reason that reputable authors of popular fame, like Irving and Hawthorne, never represent, in the circulation of public libraries, their hold upon readers.

On the other hand there is compensation in the growing circulation of the Bates Hall, representing the highest reading. Fifty-two per cent. of its issues are for reference in the building. A seventh part of the books recommended for purchase are in foreign languages.

Pamphlet collection.—Previous to 1868 perhaps 50,000 pamphlets had been secured, or an average of about 3,000 a year. The chief accessions in masses had come with the Parker Library, and with the divisions of the pamphlet collection of the late Edward Everett, when William Everett, esq., gave a due share to the institution upon whose career and good name his father had exercised so great an influence. Within the last nine years the claims of pamphlets for preservation have been fully recognized; and our efforts have been unremitting to gather them and combine them with our collection, first by assortment, then by binding and cataloguing, till we have acquired a collection which can hardly, in this country, be surpassed for serviceableness. In this nine years we have added an average of over 16,000 a year, or an aggregate of 150,000, which represents probably nearly as much work in care and cataloguing as the bound books shelved in the same interval.

Expenditure.—In most respects the work of the library has apparently increased from five to ten fold during the last decade. The work of detail naturally accruing to all processes which require handling of records of one kind or another is much larger, however, on each item, by reason of the larger masses to manipulate in a library of 312,000 than in one of 136,000 volumes. Consequently the apparent increase of work, as shown by statistics of results, is not adequate to represent the positive enlargement of labor. Nevertheless it can be shown that the expenses of the library to-day are not one-half as much, relatively, as in 1867. At that time our expenditure was $52,658 for the year, while for the past year we had to expend the city appropriation of $111,500, with $6,300 income from our trust funds, making a total of $117,800, or not greatly in excess of twice the amount in 1867.

Ventilation.—This is a matter which has been sadly neglected in library construction. The ventilation of the Lower Hall has always been excessively bad. Indeed, at times, according to the experiments of the late Dr. Derby, secretary of the State board of health, the worst air prevailed there that he could find in the State. It is hoped, however, that an improvement has been effected by pipes arranged to conduct the foul air from the floor into the flues, where a current is induced by hot air. The arrangement was suggested by Mr. Lewis, of the board. The closed windows of another winter will test more thoroughly its efficiency than has been possible since it was put in operation, only a few weeks ago.

THE COMMON SCHOOL AND THE PUBLIC LIBRARY.

At a recent informal meeting of the teachers of the public schools of Quincy, Massachusetts, Mr. C. F. Adams, jr., a member of the school committee, had a familiar talk with the teachers on the subject of books and reading among their scholars, in the course of which occurred the following remarks:

It may safely be asserted that the one best possible result of a common school education, its great end and aim, should be to prepare the children of the community

for the far greater work of educating themselves. * * * But I fancy that a comparison of experiences would show that scarcely one out of twenty of those who leave our schools ever further educate themselves in any great degree, outside, of course, of any special trade or calling through which they earn a living. The reason of this, I would suggest, is obvious enough, and it is not the fault of the scholar. It is the fault of a system which brings a community up in the idea that a poor knowledge of the rudiments of reading, writing, and arithmetic constitutes in itself an education. Now, on the contrary, it seems to me that the true object of all your labors as real teachers, the great end of the common school system, is something more than to teach children to read. It should, if it is to accomplish its full mission, also impart to them a love of reading. * * * Having given the child a start, by means of what we call a common school course—having, as it were, taught it to walk—the process of further self-education is to begin. The great means of self-education is through books, through much reading of books. But just here there is in our system of instruction a missing link. In our schools we teach children to read, we do not teach them *how* to read. That, the one all important thing—the great connecting link between school education and self-education, between means and end—we make no effort to supply. * * * Though the school and the library stand side by side, there is, so to speak, no bridge leading from the one to the other. As far as I can judge, we teach our children the mechanical part of reading, and then we turn them loose to take their chances. If the child has naturally an inquiring or imaginative mind, it perchance may work its way unaided through the traps and pitfalls of literature; but the chances seem to me to be terribly against it. * * * I think this is all wrong. Our educational system stops just where its assistance might be made invaluable—just where it passes out of the mechanical and touches the individual, just where instruction ceases to be drudgery and becomes a source of pleasure. * * * You are able, if you choose, to give your scholars a general introduction into literature, which, if you do give it to them, is worth more than all the knowledge contained in all the text books that ever were printed. To your whole schools you can give an elementary training as readers, and if in this matter you once set them going in the way they should go, you need not fear that they will ever depart from it.

TABLE XVII.—MUSEUMS OF NATURAL HISTORY.

Forty-three natural history museums and five anatomical museums are included in Table XVII of the appendix.

Zoölogical gardens.—Cincinnati, New York, and San Francisco are doing something in the way of furnishing their citizens opportunities to study animals by gathering these in appropriate places for the observation of visitors. The Zoölogical Garden of Philadelphia, however, is still far ahead in point of success. As was expected, it received a great impulse from its proximity to the International Exhibition. Six hundred and fifty-seven thousand two hundred and ninety-five persons visited the garden; total receipts at the gate, $151,060.63. As the officers remark with some degree of pride, "An amount from such a source the largest ever known."

The Zoölogical Society of Cincinnati has felt in its immediate vicinity the influence of no such great aid as the Centennial Exhibition, but it acknowledges the receipt of gate admissions for $23,696.10; or adults admitted, 89,419, and children, 13,055—a total of 102,474. The society is making a most commendable effort to increase its income to $36,000 the ensuing year.

TABLE XVIII.—RELATION OF ART TO EDUCATION.*

The introduction of drawing into all classes of the public schools, as one of the required studies, continues to interest educationists, and has steadily progressed since

* The "Special Report on Art Education," still in charge of I. Edwards Clarke, A. M., has necessarily been greatly enlarged in its scope by the holding of the Centennial Exhibition. The demands upon this Bureau for information relating to the introduction of drawing as a prescribed study in the public schools have increased. The Centennial itself required study in all its bearings upon the questions of industrial and technical art training. The funds of the Office available for printing will not permit the issue of the special report until further appropriations are made. Meantime, information can only be given in manuscript communications, and much of the report which had been prepared for publication at the close of the year 1875 will have to be rewritten and all the statistics revised and brought down to the final date of publication. The statistics given in Table XVIII, Parts 1 and 2, in this annual report for 1876, are from returns made by the various art museums and art training institutions. They are mostly to date of August 1, 1877, and as they will appear in the special report. Returns giving the

the attention of the country was first directed to the subject by the action of the legislature of Massachusetts in 1870, in making this study imperative in the public schools of that commonwealth. The example of that State has been followed at intervals by the official action of the school authorities in many cities and towns throughout the United States, and finally by the enactment of a similar law by the legislature of the State of New York, May 14, 1875.

The results of a course of several years of this study are now apparent in the schools of Massachusetts, and in those of many of the cities and towns of other States; and the progress made by such pupils as have persevered in the study two, three, or four years is most surprising and satisfactory, especially when the very limited amount of time given to this study, in proportion to that given to the other regular studies, is taken into consideration.

At the same time that this movement has been developing itself in the common schools, a very marked increase of interest in the relations of art to education has been manifested in many of the institutions of secondary and higher learning throughout the country. In many of the colleges the importance of some knowledge of the art of the ancients seems at length appreciated by the instructors, and where no positive instruction in the technicalities of art is attempted, the relations of the art to the civilization of the people whose literature has long been thought so essential an element of modern education having at last been recognized,* instruction is given in the history, development, and works of the artists of Greece and Rome; and the attention of the students is directed to the relation borne by these works to the religious beliefs and social manners of the people.

The economic importance of various applications of art to industry has been impressed upon those who deal with scientific and technical education.

While this awakening interest in the educational relations of art is so marked among the various classes and schools of educators, it is also true that the community at large is pervaded with a very general and growing interest in all matters relating to art.

This interest, already apparent before the opening of the Centennial Exhibition in Philadelphia, has been wonderfully stimulated, educated, and extended by the sight of the various objects there exhibited, by means of which the importance of the art element in the manufactures of the world has been for the first time brought generally to the attention of the American people.

On the other hand, the interest manifested by the great majority of visitors to the Centennial in the special art collections, has demonstrated to the most sceptical that the art instinct or the love of beauty is well nigh universal. Pictures, statues, and beautiful objects in all materials have proved attractive to those hitherto most unfamiliar with them, and hereafter there will be found a greater or less degree of intelligence upon art matters among the American people at large.

The year of 1876, rendered so memorable as the Centenary of American Independence, and made so important in its influence upon the future development of the

following changes, received too late for insertion in the tables of this report, will appear in the tables of the special report, viz:

School of Drawing and Painting, Boston Museum of Fine Arts.—Instead of 4 teachers, 100 pupils, 35 males and 65 females, read 3 teachers, 124 pupils, 47 males and 77 females.

The Art Students' League, New York.—Instead of 120 pupils, 70 males, 50 females, and no material, read 135 pupils, 78 males and 57 females, 3 casts of sculpture, and many engravings.

Courses in Architecture and Mechanic Arts, Cornell University.—Instead of 82 pupils read 153.

Woman's Art School, Cooper Union.—Add as note to 650 "other casts," 150 of these are reduced copies of statues and busts or "masks" full size.

School of Design, University of Cincinnati.—Instead of 40 "casts of sculpture" and 100 "other cast," read 19 "casts of sculpture" and 121 "other casts," with note "25 are reductions of antique statues."

Philadelphia School of Design for Women.—Instead of 100 pupils read 218.

Pittsburgh School of Design for Women.—Instead of 5 teachers, 65 pupils, and artisan male night class of 25 pupils, read 3 teachers, 45 pupils, and no artisan night class.

*The Polymetis of Joseph Spence (published 1747, London, folio) was an attempt to illustrate the Roman poets by comparing their descriptions (mostly mythological) with the remains of ancient art discovered up to that time.

country by the exhibition of the industry of all nations at Philadelphia, is also to be noted in our history as marking the commencement of an era of art development in its most comprehensive sense.

It is safe to say that the economic relations of art to the industries of a people were first in this year generally recognized in America. It is also true that a conception of what it is possible to accomplish in the development of artistic industries by systematic art education, first dawned upon the American people at the Centennial Exhibition.

In this connection, among the memorable events of the year now under review must be noted the formal opening by the Pennsylvania Academy of Fine Arts of a new and commodious building on Broad street, Philadelphia, and the reopening of the admirable art schools, which had been closed for several years while the new building was in progress.

The Boston Museum of Fine Arts was also inaugurated and took possession of its fine new building in the summer, the art school under its supervision being opened for the first time in the autumn of this year. Two wonderful art loan collections were held in New York city during the summer of this year, which brought together a most remarkable assemblage of the best work of modern art; these were so numerously attended that the receipts availed largely toward relieving the National Academy of Design and the Metropolitan Museum from debt. This year saw also the inception of an institution which promises to be of the greatest importance to industrial art, viz, The Pennsylvania Museum and School of Industrial Art, in Philadelphia, which has secured the retention in this country of many of the choicest examples of artistic productions, contributed by the artists and artisans of all countries to the Centennial Exhibition.

A similar museum of industrial art was incorporated at New Haven, Connecticut, which is likewise largely enriched from the treasures of the Centennial.

In addition to the founding of these great centres of art influence, which have their origin in or date their renaissance from 1876, there are also other events which bear more directly on education in art. Among these may be mentioned the reopening of the art schools of the Pennsylvania Academy of Fine Arts; the founding of the schools of the Pennsylvania Museum, which have in view the direct application of art to industry in all its forms; the founding of the High Art Schools of the Boston Museum of Fine Arts; the founding of a normal art instruction department in connection with the Woman's Art School of Cooper Union, New York, for the training of teachers to teach drawing in the public schools of that State; the founding of art galleries in connection with the South Hadley Female Seminary, in Massachusetts; with the Smith College for Women, in Northampton, Massachusetts, and the additions made to the excellent art collections possessed by Vassar College, with a view to the opening of a department for the serious teaching of art in all its branches.

Another fact of the greatest significance, not shown in the simple statement of the opening of new art museums, is found in the change that has taken place in the character of the collections exhibited in these museums. Formerly an art gallery was understood to contain a collection of paintings and statuary, with possibly a few specimens of choice engravings; now an art museum may comprise whatever the hand of man can execute. In the loan collections of the Metropolitan Museum; in the permanent and loan collections of the Boston Museum of Fine Arts; more especially in the very precious and comprehensive collections of the Pennsylvania Museum and School of Industrial Art, and in the smaller but similar collections of the Connecticut Museum of Industrial Art, there is found such varied wealth of objects as almost to defy cataloguing and render tabulation impossible.*

* The many notes to Table XVIII, in the appendix of this report, bear witness to the necessity of a new classification if the art museums are hereafter to be tabulated. These changes are significant; they mean no less than that the imperative necessity for art training by the manufacturers and producers of this country is recognized, and that education in art, certainly so far as art relates to industry, must henceforward be accepted as one of the problems to be met and solved by American educationists and educators.

TABLE XIX.—SCHOOLS FOR THE DEAF AND DUMB.

The progress of deaf-mute education is greatly promoted by the National College for Deaf-Mutes. This, as will be seen by the table, is situated at the seat of National Government, is sustained by appropriations from the National Treasury, and offers advantages to sufficiently advanced students in the several congressional districts throughout the country. The State institutions, necessarily chiefly devoted to elementary and secondary instruction, can, by a proper arrangement of their course of study, readily fit for this advanced training any who may desire. The effect of this opportunity for advancement cannot but be salutary to all the institutions that enter into this coöperative effort in behalf of this unfortunate class of our citizens.

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

TABLE XIX.—*Summary of statistics of institutions for the deaf and dumb.*

States.	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	6	0	50	30	20	160	3
Arkansas	1	4	0	46	28	18	210	.....
California	1	4	0	82	50	32	154	2
Colorado	1	2	.....	20	11	9	22	0
Connecticut	2	20	2	292	174	118	2,134	50
Georgia	1	5	1	60	37	23	.....	3
Illinois	2	21	.....	445	257	188	1,165	.....
Indiana	1	16	3	349	214	135	1,144	22
Iowa	1	11	0	181	98	83	433	5
Kansas	1	6	0	115	59	56	163	0
Kentucky	1	5	1	111	55	56	636	11
Louisiana	1	3	0	40	24	16	218	4
Maryland	2	10	2	108	70	38	197	3
Massachusetts	2	15	0	150	83	67	257	0
Michigan	1	11	2	*a*216	*a*120	*a*96	645	.....
Minnesota	1	6	4	103	68	35	187	2
Mississippi	1	3	1	36	20	16	576	0
Missouri	2	11	2	229	126	103	575	4
Nebraska	1	3	0	48	25	23	67	0
New York	5	46	4	806	470	336	2,890	71
North Carolina	1	7	2	148	83	65	475	.....
Ohio	2	24	6	514	290	224	1,614	25
Oregon	1	2	.....	27	12	15	38	.....
Pennsylvania	2	21	2	388	224	164	1,757	11
South Carolina	1	4	.....	25	.....	.....	.....	.....
Tennessee	1	6	1	122	79	43	.....	2
Texas	1	4	1	47	30	17	137	2
Virginia	1	9	1	96	56	40	446	3
West Virginia	1	5	1	65	41	24	108	0
Wisconsin	1	10	3	190	119	71	450	.....
District of Columbia	1	12	3	100	85	15	328	24
Total	42	312	42	5,209	3,038	2,146	16,686	247

a Including departments for the blind.

b Since reorganization in 1871.

TABLE XIX.—*Summary of statistics of institutions for the deaf and dumb*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	State appropriation for the past year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama	500	.....	*a*$40,000	*a*$18,000	$0	*a*$13,137
Arkansas	40	.....	35,000	*b*12,000	0	.....
California	0	0	*a*100,000	*c*146,000	.....	*a*33,904
Colorado	50	10	12,000	16,028	0	12,782
Connecticut	2,300	74	250,000	(*d*)	38,402	57,329
Georgia	1,000	.....	30,000	16,500	0	16,387
Illinois	.....	500	334,206	75,000	.....	99,088
Indiana	3,050	44	600,000	63,000	*e*5,297	68,851
Iowa	600	150	190,000	36,680	.....	36,680
Kansas	120	50	35,000	14,550	0	14,000
Kentucky	600	25	150,000	20,972	.....	20,869
Louisiana	300	0	225,000	15,000	0	8,000
Maryland	2,000	.....	268,000	35,500	750	36,125
Massachusetts	561	91	82,565	11,625	3,967	18,947
Michigan	*a*900	100	*a*450,000	*a*40,000	0	*a*40,000
Minnesota	700	20	110,000	21,800	0	21,000
Mississippi	12	0	40,000	10,000	150	10,000
Missouri	600	0	150,000	46,000	0	46,050
Nebraska	230	230	40,000	*f*46,700	0	19,697
New York	3,417	105	535,000	*g*174,699	7,791	202,108
North Carolina	.....	.....	*a*100,000	*a*45,000	.....	*a*42,500
Ohio	3,000	100	800,000	82,000	0	82,152
Oregon	.....	.....	0	5,000	.....	5,000
Pennsylvania	5,000	.....	500,000	*h*104,962	6,519	120,039
South Carolina	.....	.....	*a*50,000	*a*5,000	.....	.....
Tennessee	.....	.....	125,000	29,500	300	28,000
Texas	.....	.....	30,000	14,000	0	13,989
Virginia	1,600	.....	*a*175,000	*a*40,000	.....	*a*42,390
West Virginia	200	0	*a*75,000	*a*25,000	0	*a*27,000
Wisconsin	1,000	.....	100,000	40,000	0	40,000
District of Columbia	2,100	100	560,000	*j*88,000	3,322	*k*96,884
Total	29,960	1,599	6,191,771	1,298,516	66,498	1,232,858

a Including departments for the blind.
b For salaries; $180 are allowed for each pupil in attendance.
c One hundred and ten thousand dollars of this were for new building.
d One hundred and seventy-five dollars per pupil from New England States.
e From shops.
f For two years, including $15,000 for building.
g Also $4,000 from counties.
h Twenty-five thousand dollars of this were for new building.
i One hundred and sixty-seven thousand dollars were expended for new building in 1875 and 1876.
j Congressional appropriation.
k Forty thousand and seventy dollars of this for building.

TABLE XX.— SCHOOLS FOR THE BLIND.

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

TABLE XX.—*Summary of statistics 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.	Increase in the last school year.
Alabama	1	2	0	12	40	(a)	.....
Arkansas	1	12	3	35	113	650	.....
California	1	531	0	31	88	0	0
Georgia	1	13	4	57	151	850	50
Illinois	1	29	7	86	519	961	.....
Indiana	1	30	4	107	541	3,500	.....
Iowa	1	34	8	112	339	350	.....
Kansas	1	12	2	42	.....	90	20
Kentucky	1	22	7	95	374	871	71
Louisiana	1	6	.....	17	.....	200	0
Maryland	2	16	15	64	199	186	30
Massachusetts	1	46	24	149	909	1,403	297
Michigan	1	50	0	(a)	(a)	(a)	(a)
Minnesota	1	3	0	22	35	135	10
Mississippi	1	11	2	26	.....	255	45
Missouri	1	25	5	110	.....	600	100
New York	2	77	10	368	1,554	1,050	150
North Carolina	1	8	14	93	230	0	.....
Ohio	1	54	5	156	907	430	32
Oregon	1	2	0	11	15	125	100
Pennsylvania	1	34	37	207	915	750	50
South Carolina	1	4	.....	25	.....	.....	.....
Tennessee	1	13	17	51	251	656	.....
Texas	1	15	0	60	.....	363	60
Virginia	1	6	2	37	214	1,600	.....
West Virginia	1	4	2	24	35	100	30
Wisconsin	1	21	3	86	255	1,200	150
Total	29	580	171	2,083	7,684	16,325	1,195

a Reported with deaf and dumb department. (See Table XIX and summary.)
b For both departments.

TABLE XX.—*Summary of statistics of schools for the blind*—Continued.

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*)	.....	.....	(*a*)
Arkansas	$30,000	*b*$8,000	.....	$9,589	$9,401
California	(*a*)	.....	$1,478	37,773	(*a*)
Georgia	80,000	17,000	311	17,311	16,737
Illinois	155,558	31,327	1,749	33,076	28,974
Indiana	500,000	32,500	.....	32,578	31,331
Iowa	300,000	26,584	480	29,450	27,572
Kansas	40,000	9,100	0	9,100	9,097
Kentucky	100,000	20,235	.....	34,140	22,124
Louisiana	1,500	4,000	0	4,000	4,000
Maryland	255,000	12,875	2,337	15,472	15,842
Massachusetts	284,820	30,000	15,760	64,325	60,767
Michigan	(*a*)	(*a*)	.....	.....	(*a*)
Minnesota	25,000	4,200	0	4,200	4,000
Mississippi	15,000	10,000	0	10,000	9,500
Missouri	200,000	21,500	0	21,500	21,500
New York	702,452	100,500	8,218	254,015	244,683
North Carolina	(*a*)	(*a*)	.....	.....	(*a*)
Ohio	500,000	46,950	.....	46,950	43,453
Oregon	0	4,000	0	4,000	4,000
Pennsylvania	201,000	39,500	8,240	63,198	61,318
South Carolina	(*a*)	(*a*)	.....	.....	.....
Tennessee	85,000	31,000	135	31,135	38,000
Texas	50,000	14,120	0	14,120	13,939
Virginia	(*a*)	(*a*)	*c*737	*c*42,737	(*a*)
West Virginia	(*a*)	(*a*)	0	31,497	(*a*)
Wisconsin	155,000	*d*113,000	.....	*e*83,803	*e*70,321
Total	3,680,330	576,391	39,445	893,969	726,559

a Reported with deaf and dumb department. (See Table XIX and summary.)

b Does not include salaries.

c Including receipts for deaf and dumb departments.

d Ninety-five thousand dollars of this were for replacing building destroyed by fire and furnishing new building.

e Includes amount for building and furniture.

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.

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

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 1.—*Orphan asylums.*										
Alabama	3	15	225	74	17	57	150	.....	$8,500	$9,612
California	3	29	3,446	616	332	284	1,113	72	64,590	67,550
Connecticut	5	33	6,809	339	207	132	1,150	85	41,059	35,618
Georgia	4	16	472	121	68	53	400	100	14,500	14,000
Illinois	3	25	2,619	a362	122	110	.....	.....	4,500	14,391
Indiana	5	36	2,633	414	323	91	220	14	19,590	19,284
Iowa	1	6	120	25	12	13	50	.....	2,000	1,900
Kentucky	7	45	1,692	405	180	225	1,565	50	12,780	17,281
Louisiana	5	26	767	a373	125	245	272	20	15,571	15,606
Maine	1	3	294	34	.....	34	.....	.....	3,821	3,821
Maryland	9	48	3,553	699	305	394	1,598	55	35,722	45,306
Massachusetts	9	81	11,425	905	362	543	887	62	72,134	77,902
Michigan	3	21	2,495	201	94	107	420	32	7,500	9,500
Mississippi	1	6	224	52	.....	52	350	.....	4,475	4,451
Missouri	8	91	12,002	a1,065	200	776	1,448	1,025	16,113	30,049
Nevada	1	.....	133	49	33	16	470	92	13,000	13,200
New Hampshire	1	5	147	34	21	13	425	50	3,000	3,000
New Jersey	6	32	929	a572	187	139	1,002	59	31,011	36,334
New York	49	498	40,169	a7,233	3,581	3,368	13,442	1,378	602,300	583,782
North Carolina	1	13	306	110	50	60	100	0	11,000	11,000
Ohio	17	163	23,089	a1,414	724	508	2,815	100	102,936	109,751
Pennsylvania	22	197	16,037	a2,222	1,395	739	11,645	170	139,664	320,341
Rhode Island	1	5	407	35	14	21	.....	.....	4,291	3,692
South Carolina	4	21	769	113	70	43	298	170	16,600	16,825
Tennessee	3	14	1,920	63	23	40	618	18	2,673	4,500
Vermont	2	13	1,137	174	98	76	150	.....	10,659	10,200
Virginia	6	24	901	177	16	161	550	12	9,000	8,813
West Virginia	1	5	.....	115	.....	.....	.....	.....	3,500	.....
Wisconsin	3	32	2,446	346	140	206	135	15	23,665	23,731
District of Columbia	3	17	1,346	257	189	68	300	30	10,223	7,878
Indian Territory	1	10	230	160	80	80	23	23	22,126	22,126
Total	188	1,530	138,736	a18,759	8,968	8,654	41,596	3,632	1,328,503	1,541,444
PART 2.—*Soldiers' orphans' homes.*										
Illinois	1	6	1,018	271	138	133	1,200	300	.....	50,000
Indiana	1	25	587	280	180	100	300	.....	35,000	35,000
Iowa	1	29	1,260	209	128	81	1,400	200	.....	.....
Ohio	1	86	1,189	602	360	242	755	0	.....	110,785
Pennsylvania	16	220	7,762	2,784	1,708	1,076	11,122	1,154	247,323	237,893
Total	20	366	11,816	4,146	2,514	1,632	14,777	1,654	282,323	433,678

a Sex not reported in all cases.

TABLE XXI.—*Summary of statistics of orphan asylums, &c.*—Continued.

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 3.—*Infant asylums.*										
California	1	.....	.....	.....	.....	.....	.....	.....	$2,100	$1,800
Connecticut	1	2	.....	.....	.....	.....	.....	.....	.....	1,300
Illinois	1	35	1,800	58	36	22	.....	.....	4,700	4,700
Massachusetts	1	16	461	48	24	24	.....	.....	11,000	11,000
Michigan	2	19	1,865	30	.....	30	.....	.....	.....	4,000
New York	6	62	11,257	2,596	1,341	1,255	35	12	382,695	384,372
Rhode Island	1	6	230	40	21	19	.....	.....	3,000	3,000
Wisconsin	1	4	.....	63	0	63	.....	.....	.....	.....
District of Columbia	1	.....	.....	70	30	40	.....	.....	.....	.....
Total	15	144	15,613	2,905	1,452	1,453	35	12	403,495	410,172
PART 4.—*Industrial schools.*										
California	1	21	2,228	213	143	70	809	100	54,000	57,534
Connecticut	1	.....	73	12	0	12	40	14	1,516	1,843
Georgia	1	3	50	10	.....	10	.....	.....	.....	.....
Illinois	1	25	.....	200	.....	200	.....	.....	.....	.....
Indiana	1	25	.....	.....	.....	.....	.....	.....	50	.....
Louisiana	1	18	150	50	50	0	300	25	5,000	5,000
Maryland	2	18	970	299	261	38	850	70	24,666	19,087
Massachusetts	2	3	256	65	.....	65	32	2	2,500	5,500
Michigan	1	.....	.....	120	62	58	.....	.....	.....	.....
Missouri	1	10	2,500	82	.....	82	400	60	5,112	4,219
New York	13	241	96,914	a12,139	451	1,340	3,450	220	141,178	228,253
Ohio	4	9	271	194	16	178	.....	.....	12,678	11,678
Pennsylvania	2	20	1,349	106	.....	106	.....	.....	3,349	.....
Tennessee	1	2	41	13	0	13	117	.....	650	.....
Vermont	1	19	450	70	0	70	100	.....	80	80
Wisconsin	1	3	95	24	7	17	200	.....	6,606	5,103
District of Columbia	2	8	528	65	28	37	100	60	4,506	4,297
Total	36	425	105,875	a13,662	1,021	2,296	6,398	551	261,891	342,599
PART 5.—*Miscellaneous charities.*										
California	1	1	.....	53	.....	.....	.....	.....	987	926
Connecticut	4	.....	6	a80	1	46	750	.....	12,739	5,988
Georgia	3	4	246	57	.....	57	100	.....	2,500	4,479
Illinois	3	51	2,200	a1,374	50	219	330	.....	4,000	18,829
Indiana	4	4	4,447	50	.....	50	.....	.....	4,620	7,058
Kansas	1	3	1,029	26	8	18	150	25	3,804	3,391
Kentucky	1	1	28	14	0	14	.....	.....	1,185	2,213
Louisiana	4	10	2,236	366	45	321	500	.....	23,915	23,017
Maine	5	12	710	108	10	98	325	.....	9,450	9,220
Maryland	5	26	2,749	242	144	98	1,050	25	35,750	34,578
Massachusetts	15	48	7,973	393	187	206	2,050	85	60,700	63,286
Michigan	1	31	427	255	201	54	700	.....	215,000	210,675
Missouri	2	31	12,000	138	31	107	600	.....	.....	2,500
New Hampshire	4	2	8	3	.....	3	.....	.....	60	1,360

a Sex not reported in all cases.

TABLE XXI.—*Summary of statistics of orphan asylums, &c.*—Continued.

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
New Jersey	1	.....	.....	48	36	12	.....	.....	.....	.....
New York	38	362	92,081	a2,787	1,316	1,411	7,531	511	$561,805	$551,060
North Carolina	1	2	.....	.....	.....	.....	.....	.....	500	.....
Ohio	7	37	2,998	733	456	277	600	50	22,318	105,938
Pennsylvania	16	64	4,952	708	98	610	400	20	232,635	63,429
Rhode Island	2	4	552	85	20	65	.....	.....	.....	.....
South Carolina	2	8	1,440	224	194	30	300	300	16,000	.....
Tennessee	1	25	1,600	150	50	100	0	0	.....	.....
Virginia	1	.....	7	7	0	7	0	.....	350	375
Wisconsin	2	6	276	30	12	18	50	.....	2,724	2,873
District of Columbia	2	.....	.....	36	13	23	.....	.....	2,364	2,364
Total	126	732	137,956	a7,967	2,872	3,844	15,436	1,016	1,213,406	1,113,559
Total, Part 1	188	1,530	138,736	a18,759	8,968	8,654	41,596	3,632	1,328,503	1,541,444
Total, Part 2	20	366	11,816	4,146	2,514	1,632	14,777	1,654	282,323	433,678
Total, Part 3	15	144	15,613	2,905	1,452	1,453	35	12	403,495	410,172
Total, Part 4	36	425	105,875	a13,662	1,021	2,296	6,398	551	261,891	342,599
Total, Part 5	126	732	137,956	a7,967	2,872	3,844	15,436	1,016	1,213,406	1,113,559
Grand total	385	3,197	409,996	a47,439	16,827	17,879	78,242	6,865	3,489,618	3,841,452

a Sex not reported in all cases.

TABLE XXII.—REFORM SCHOOLS.

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

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

States.	Number in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
						Sex.		Race.	
		Male.	Female.			Male.	Female.	White.	Colored.
Connecticut	1	4	12	43	34	.....	109	93	16
Illinois	2	17	10	383	220	334	.....	314	20
Indiana	2	20	13	183	150	325	150	422	53
Iowa	2	9	9	113	109	131	83	191	23
Kentucky	1	12	8	75	75	155	48	.....	.....
Maine	1	6	9	49	53	143	.....	140	3
Maryland	3	27	11	199	106	447	37	298	186
Massachusetts	9	74	61	904	669	1,251	334	1,506	79
Michigan	2	36	16	2,382	2,339	812	141	226	32
Minnesota	1	2	4	28	25	104	6	107	3
Missouri	2	21	6	243	167	221	53	254	20
New Hampshire	1	6	7	53	42	96	15	111	0
New Jersey	2	15	14	92	87	214	30	222	22
New York	9	80	54	3,436	2,404	3,007	1,108	3,472	65
Ohio	4	45	46	590	427	833	243	778	44
Pennsylvania	4	33	33	415	531	551	176	588	139
Rhode Island	1	11	8	120	134	182	36	190	28
Vermont	1	6	8	34	.....	125	13	133	5
Wisconsin	1	18	17	107	82	415	.....	408	7
District of Columbia	2	6	6	65	44	159	.....	77	82
Total	51	448	352	9,514	7,698	9,505	2,582	9,530	827

TABLE XXII.—*Summary of statistics of reform schools*—Continued.

States.	Present inmates. Nativity. Native.	Present inmates. Nativity. Foreign.	Number committed since establishment.	Libraries. Number of volumes.	Libraries. Increase in the last school year.	Annual cost of institutions.	Total annual earnings of institutions.
Connecticut	.....	.....	249	1,400	300	$15,758	$3,000
Illinois	264	70	4,259	900	.....	46,123	3,325
Indiana	.....	.....	1,081	175	.....	50,000	6,000
Iowa	179	25	629	600	100	20,000	.....
Kentucky	184	19	875	.....	.....	27,000	4,000
Maine	.....	.....	1,504	1,400	.....	.....	.....
Maryland	197	18	2,862	2,000	100	62,776	9,742
Massachusetts	975	142	15,103	7,224	200	144,794	11,537
Michigan	.....	.....	21,510	3,308	300	41,951	24,542
Minnesota	.....	.....	281	850	.....	27,000	.....
Missouri	238	15	3,509	300	.....	30,065	8,900
New Hampshire	27	84	853	175	50	21,918	4,778
New Jersey	211	33	745	175	249	29,245	3,796
New York	257	51	39,362	7,859	218	526,495	63,892
Ohio	483	56	6,739	3,980	250	137,507	5,600
Pennsylvania	117	.....	5,675	3,105	100	128,173	20,799
Rhode Island	201	17	2,405	2,000	50	32,124	4,208
Vermont	36	102	.....	100	37	15,106	.....
Wisconsin	329	48	1,321	1,274	259	48,148	.....
District of Columbia	156	3	432	100	.....	.....	.....
Total	3,854	683	109,394	36,925	2,213	1,404,183	174,119

The matters of interest relating to these institutions are too numerous to be discussed here. I hope to be able to treat them in a separate publication. It cannot be doubted that these schools have supplied a great want and are performing a most essential work. They are often embarrassed by being classed among the punitive institutions, and more or less excluded from the sympathy extended by the public to institutions for the education of the young. All considerate persons are anxious to give them a position, both in fact and in appearance, best calculated to aid those intrusted to their care. Mrs. Mary E. Rockwell, assistant superintendent of the Girls' Industrial Reform School, in Connecticut, expresses in strong terms a fear which comes up from many quarters, viz, that these institutions are not so designated and treated by the public as to most completely relieve of odium those who have enjoyed their benefits and who earnestly seek to improve the advantages afforded them. She objects to "all expressions which characterize these schools as preventive, reformatory, or industrial, in distinction from others * * * I would plead earnestly for the abolishment not only from statute books, records, and reports, but from the acts, words, and thoughts of individuals, of the assumption that the child of the State is, by that position, less worthy of respect and trust than the child of the citizen. I would ask that the adoption of a boy or girl into any of the families which society has created for their care and instruction, shall not be made a reason for a difference in the estimation of society between them and children brought up by their own parents; that, in fact, no more disgrace or distrust shall attach to their pupils than to those of the public schools. Above all, I would recommend that no criminal process, nor anything re-

sembling a trial in court, nor any records calling in question the character of the child, should be used. * * * It is a serious matter what the world outside of the school thinks of it and its work. If the results of its training are to be abiding, the children must not be made ashamed of the place where it was received. If you desire that they should profit by the instruction and restraints provided for them, you must yourselves honor the schools, and see that no stigma is attached to their pupils."

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

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

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

Number.	Name.	Number of instructors and other employés.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles	13	38	36	74	.....	.....	.....
2	Illinois Asylum for Feeble-Minded Children	27	67	35	102	193	$24,500	$24,500
3	Iowa Asylum for Feeble Minded Children	14	29	15	44	.....	*a*2,000	*a*2,500
4	Kentucky Institution for Educating Feeble-Minded Children.	22	60	57	117	43	25,000	25,000
5	Private Institution for the Education of Feeble-Minded Youth, (Barre, Mass.)	49	59	25	84	128	.....	39,745
6	Massachusetts Schools for Idiotic and Feeble-Minded Youth.	21	47	32	79	497	32,915	20,278
7	Hillside School for Backward and Peculiar Children, (Fayville, Mass.)	7	6	1	7	9	.....	.....
8	Idiot Asylum, Randall's Island, N. Y.	4	94	88	182	.....	.....	17,614
9	New York Asylum for Idiots	46	139	85	224	350	45,617	44,460
10	Ohio State Asylum for Idiots	86	243	171	414	.....	88,805	70,240
11	Pennsylvania Training School for Feeble-Minded Children.	29	136	97	233	600	57,551	58,349
	Total	318	918	642	1,560	1,820	276,388	302,686

a For 5 months since opening.

These schools deserve the special study and sympathy of every educator and philanthropist. It is an honor to our country that so large a number of these unfortunates is greatly aided. The work requires the very first qualities of both mind and heart on the part of managers and teachers, and the limited powers of nature which they undertake to develop demand the very best knowledge of both analytical and synthetical methods in education.

Concerning the Iowa State Asylum for Feeble-Minded Children, at Glenwood, Iowa, the superintendent, Dr. O. W. Archibald, reports as follows:

The school was opened on the first Wednesday in September, 1875, with only one pupil. The number rapidly increased to 44, and at the date of the report, February 5, 1876, there had been received, in all, 60 applications. The school is now in successful operation. The buildings at present belonging to the institution will comfortably accommodate from sixty-five to seventy pupils.

The completion of the building for the school at Jacksonville, Ill., under the supervision of Dr. Wilbur, is specially creditable to the State. It is hoped that means so

ample will be furnished as that nothing may be lacking to carry on the great experiment committed to it.

TABLE XXIV.—BENEFACTIONS.

For fuller examination of these interesting facts during the year, reference should be had to Table XXIV of the appendix.

TABLE XIV.—*Statistical summary of benefactions, by institutions, for* 1876.

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.	$2,743,248	$1,295,250	$1,018,696	$204,669	$75,096	$3,163	$17,701	$128,673
Schools of science	48,634	24,439	8,235	.....	12,750	2,610	600	.....
Schools of theology	254,524	98,079	13,000	2,700	28,000	3,450	7,895	101,400
School of law	2,500	2,500	.....	.....	.....	.....	.....	.....
Schools of medicine	36,750	26,550	10,100	.....	.....	.....	.....	100
Institutions for the superior instruction of women.	79,950	30,000	22,950	.....	2,000	2,000	1,500	21,500
Preparatory schools	202,331	136,514	900	.....	1,080	.....	600	63,237
Institutions for secondary instruction—								
Schools for boys	35,000	32,500	.....	.....	2,400	100	.....	.....
Schools for girls	35,575	4,230	22,850	.....	.....	1,100	100	7,295
Schools for boys and girls.	247,557	138,545	87,205	3,000	1,900	300	430	16,177
Libraries.	970,300	.....	300,000	.....	.....	.....	670,300	.....
Museums of natural history.	1,725	.....	.....	.....	.....	.....	1,725	.....
Institutions for the deaf and dumb.	33,751	11,000	.....	.....	.....	.....	.....	22,751
Total	4,691,845	1,799,607	1,483,936	210,369	123,226	12,723	700,851	361,133

The above summary gives the various objects for which benefactions have been made during the year, without reference to States. The objects which lead are universities, colleges, libraries, schools for boys and girls, schools of theology, and preparatory schools. Secondary schools for the separate instruction of girls and boys received about an equal amount; schools for the superior instruction of women less than $80,000; schools of science less than $49,000; schools of medicine less than $47,000. It is very gratifying that in the severity of the financial trials of the country the total amount is in excess of that for 1875.

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

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	School of law.	Schools of medicine.	Institutions for the superior instruction of women.
Alabama	$12,837	$2,100	.....	.....	.....	.....	.....
Arkansas	6,900	6,900	.....	.....	.....	.....	.....
California	740,830	736,600	.....	$1,200	.....	.....	.....
Colorado	1,000	.....	.....	.....	.....	.....	.....
Connecticut	87,600	.....	.....	.....	.....	$5,500	.....
Delaware	6,000	.....	.....	.....	.....	.....	.....
Florida	1,000	.....	.....	.....	.....	.....	.....
Georgia	4,200	.....	.....	.....	.....	.....	$150
Illinois	248,325	179,792	.....	9,200	$2,500	.....	20,000
Indiana	479,175	70,725	.....	.....	.....	500	.....
Iowa	69,372	61,551	.....	.....	.....	.....	.....
Kansas	44,000	41,500	.....	.....	.....	.....	2,500
Kentucky	26,700	22,700	.....	1,000	.....	.....	1,500
Louisiana	2,126	726	.....	.....	.....	.....	.....
Maine	43,305	.....	$600	.....	.....	.....	.....
Maryland	13,400	.....	.....	.....	.....	.....	.....
Massachusetts	102,640	58,210	2,000	4,000	.....	2,600	23,500
Michigan	76,426	74,926	.....	1,500	.....	.....	.....
Minnesota	37,619	26,969	.....	10,000	.....	.....	.....
Mississippi	4,150	.....	.....	3,000	.....	.....	.....
Missouri	97,662	95,000	.....	.....	.....	100	.....
Nebraska	200,725	200,225	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....
New Hampshire	5,975	.....	.....	.....	.....	.....	3,000
New Jersey	254,579	101,200	6,800	105,379	.....	.....	.....
New York	565,655	74,140	.....	34,850	.....	27,950	2,000
North Carolina	18,081	9,041	.....	.....	.....	.....	.....
Ohio	415,762	93,862	.....	17,000	.....	100	4,500
Oregon	17,954	17,254	.....	.....	.....	.....	.....
Pennsylvania	243,772	203,932	.....	9,795	.....	.....	.....
Rhode Island	54,222	53,922	.....	.....	.....	.....	.....
South Carolina	5,406	.....	.....	.....	.....	.....	1,500
Tennessee	460,288	405,763	.....	.....	.....	.....	6,000
Texas	2,600	.....	.....	.....	.....	.....	1,300
Vermont	21,600	.....	.....	.....	.....	.....	12,000
Virginia	262,634	165,000	39,234	56,400	.....	.....	.....
West Virginia	20,000	20,000	.....	.....	.....	.....	.....
Wisconsin	26,575	21,210	.....	400	.....	.....	2,000
District of Columbia	800	.....	.....	800	.....	.....	.....
Utah	9,350	.....	.....	.....	.....	.....	.....
Washington	600	.....	.....	.....	.....	.....	.....
Total	4,691,845	2,743,248	48,634	254,524	2,500	36,750	79,950

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

States and Territories.	Preparatory schools.	Institutions for secondary instruction.			Libraries.	Museums of natural history.	Institutions for the deaf and dumb.
		Schools for boys.	Schools for girls.	Schools for boys and girls.			
Alabama	$10,237			$500			
Arkansas							
California			$30	3,000			
Colorado			1,000				
Connecticut	54,600		800	25,050	$1,200	$450	
Delaware				6,000			
Florida				1,000			
Georgia				4,050			
Illinois				33,333	3,500		
Indiana				7,400	400,000	550	
Iowa	1,000			6,696		125	
Kansas							
Kentucky				1,500			
Louisiana		$100	300	1,000			
Maine	40,000			2,705			
Maryland		2,400					$11,000
Massachusetts	4,780			1,950	5,600		
Michigan							
Minnesota				650			
Mississippi			1,150				
Missouri				2,562			
Nebraska			500				
Nevada							
New Hampshire	125			2,850			
New Jersey				41,200			
New York	86,759	30,500		49,456	260,000		
North Carolina		1,500	7,000	540			
Ohio				300	300,000		
Oregon			700				
Pennsylvania	1,400		200	5,694			22,751
Rhode Island	300						
South Carolina	3,130		30	746			
Tennessee			20,000	28,525			
Texas				1,300			
Vermont				9,000		600	
Virginia		500	1,500				
West Virginia							
Wisconsin			1,765	1,200			
District of Columbia							
Utah				9,350			
Washington			600				
Total	202,331	35,000	35,575	247,557	970,300	1,725	33,751

The above view presents the outlines of these interesting facts by States. It should be remembered that the reports are from the institutions, and, therefore, indicate the States where the benefactions have been received, and not always the State from which they are received. For instance, the large benefaction to Vanderbilt University, Ten-

nessee, was bestowed in New York. The year has been remarkable for the number of men of the greatest wealth who have passed away. The records show how slightly their names will be connected with institutions of learning.

Judge Nathan Crosby, of Lowell, Massachusetts, in a eulogy on Hon. Tappan Wentworth, of that city, who gave $300,000 to the Dartmouth trustees for the benefit of the college, remarks:

We may legitimately suppose that Mr. Wentworth, with his large amount of property to dispose of, spent many anxious hours in looking over the various objects and claims of benevolence and the great field of doing good. He was not the man for flourish of trumpets. No fancy object, no eccentric theory in morals or religion, no doubtful adventures, found favor with him. Without consultation, advice, or influence, he worked out the problem for himself.

His postulates must have been that the mind is the great working power of life; that it must be strengthened, instructed, expanded, cultivated, and balanced by varied, large, and solid learning, and all this must be done before manhood is reached and the mind turned to the business departments of life; that the college is the chief field for this culture; that education now covers four planes of study: the primary school, the high school, and academy, the college and the professional schools, and that of these, the college is the chief and most important. Here are four years of continuous study in the various branches of mental development and acquisition. Here is where the mental structure is built and equipped. Here is where weak powers are strengthened; where the crooked are made straight; where deficiencies are supplied and excrescences removed; where the mind is hammered, and filed, and polished; where the rustic becomes a gentleman, the vulgar refined, the ignorant wise; in fact, where the boy becomes a man.

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

Number of firms in	California	3
	Connecticut	3
	Illinois	4
	Iowa	2
	Maryland	1
	Massachusetts	30
	Michigan	1
	Minnesota	1
	Missouri	4
	New Hampshire	2
	New Jersey	3
	New York	62
	Ohio	7
	Pennsylvania	27
	Vermont	1
	Virginia	2
	Wisconsin	1
	District of Columbia	2
Total		156

Number of books on	archæology, fine arts, and music	34
	architecture	8
	bibliography and literature	21
	biography	47
	dictionaries and encyclopædias	7
	education	45
	general science	26
	geography and travels	24
	history	77
	language	49

Number of books on law	56
mathematics	16
mechanics and physics	25
medicine and surgery	84
natural history	19
philosophy and logic	12
political and social science	11
theology and religion	43
Total	604

In 1876, 156 firms, against 117 for 1875, reported themselves engaged in publishing educational works, and 604 books were issued, against 428 in 1875.

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

From Alabama	1	From Pennsylvania	6
California	1	Rhode Island	4
Illinois	2	Texas	1
Indiana	6	West Virginia	1
Maine	2	Wisconsin	1
Massachusetts	2	District of Columbia	2
Missouri	1	England	1
New Jersey	1		
New York	18	Total	53
Ohio	3		

Improvements in alphabet board and blocks	1
alphabet exhibitor	1
letter block apparatus	1
puzzle blocks	1
toy building blocks	1
dissected picture and letter blocks	1
adding machine	1
calculator for manufacturers of picture frames	1
mechanical ledger	1
relief map	1
geographical globe for schools	1
musical spelling tablet	1
drawing board	1
drawing board attachment	1
draftsman's saucer	1
inkstands	5
inkstand base	1
slate-frame attachment	1
pencil sharpeners	3
combined pencil sharpener and eraser	1
combined pencil sharpener, eraser, and holder	1
ruler	1
eraser	1
blackboard attachment	1
blackboard rubbers	2
blackboard and other rubbers	1
erasive tablet holder	1
school desks	6
folding school desk	1

Improvements in school desk and seat	3
friction joints for school desks	1
school seats	3
school furniture	3
planispheres	1
ventilating churches, houses, &c	1
Total	53

METHOD OF TEACHING GEOGRAPHY.

There are gratifying indications here and there of a disposition to let common sense have greater influence in the selection of subjects and methods of instruction. It is clear to the best observers that for the lack of this, time and effort are wasted.

The London school board has so thoroughly recognized this waste that it has rigorously revised certain text books, reducing them to minimum manuals.

Sir Henry Holland, eminent among other things for his geographical knowledge, remarking, in his eighty-fourth year, upon the imperfect manner in which geography is taught in English education, both public and private, says: "It cannot be taught in any proper sense of the word by mere maps or a bald and wearisome nomenclature of countries, cities, mountains, and rivers. What is wanted is that these should be intimately blended with the history of the world of nature and the history of mankind, thereby better fixing the whole in the memory, and giving to geography its true rank among the sciences. The change thus indicated is in progress, but much is still wanted for its full accomplishment." His autobiography further illustrates the right method of securing interest in this subject, and points out the benefit of the method. He remarks of his early life: "I had a singular pleasure in all that belonged to the Tyne—its tidal changes, floods, and windings—and I was accustomed to pursue even to their sources many of the small streams (the *burns* and *deans* of Northumbrian speech) which run into this river. The phenomena of the tides had a peculiar interest for me. I well recollect the pleasure I felt in following their flow upward along these streams, marking the points to which they severally reached at spring and neap tides, and their various conflict with the waters flowing downward. These juvenile recollections are not effaced even by what I have since seen."

Burke remarks: "For my part I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew."

TRAINING SCHOOLS FOR NURSES.

BELLEVUE HOSPITAL SCHOOL.

Great interest is being manifested at the present time in the training of nurses for the sick. In May, 1873, a school was opened in connection with Bellevue Hospital, in New York, with a lady superintendent and a staff of six nurses. Since that time schools have been opened, though not all on the same plan, in Boston, New Haven, Philadelphia, and at Charity Hospital on Blackwell's Island. The Johns Hopkins Hospital, in Baltimore, is preparing plans for one on a large scale, and others are projected in New York and elsewhere.

Those who founded the Bellevue school were inspired by their knowledge of the bad nursing and attendant evils in Bellevue Hospital, and in appealing to the public for the funds necessary to start the work they announced their object as threefold, viz:

First. To train intelligent women to become skilled hospital nurses, under the supervision and instruction of physicians, whose standard of a nurse's duties would be exact and rigid, thus improving hospital nursing, not only at Bellevue, but throughout the country.

Second. To train nurses for the proper care of the sick in private families.

Third. To send nurses to the sick poor in their own homes, choosing for this object those whose Christian character, tact, and sympathy would fit them to be associated with the Bible women now attached to many of our churches.

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 was one of the most serious of the early difficulties, but 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 too numerous to be granted.

In May, 1875, the first class of six graduated; a second class of seven passed their medical and surgical examination, and graduated January 31, 1876. And from that time the school has sent out every six months a class of trained women, who either establish themselves in the work of private nursing or remain attached to the training school as nurses, being sent out with pupils of the second year to private cases.

The success and growth of this school may be seen from a statement in their report for the year 1876:

From nine wards, with one hundred and sixty beds and thirty-one nurses, on the 1st of last February, we have now twelve wards, one hundred and ninety-two beds, and fifty nurses.

Ten trained nurses are at the present time detailed for private service. Seventy-three private cases have been attended during the year, and nurses have been sent to Albany, Newport, Saratoga, Philadelphia, Newark, Orange, and Brooklyn.

A class of six nurses graduated and received their diplomas in May, and another in October.

On entering the school, the pupils receive instruction—

First. From the head nurse of the ward to which they are assigned in general "ward work" and in the personal care of the patients.

Second. From the assistant superintendent in physiology, management of a sick room, and the duties of a nurse.

Third. From physicians and surgeons by the bedside of the patients.

Fourth. From lectures.

Course of training.

Those fulfilling the conditions of the probationary month will be accepted as pupil nurses. They must agree to remain at the school for one year, and after that time to consider themselves subject to the orders of the committee (of whom the superintendent will make one) for an additional year, making two years in all, in consideration of the training received.

The instruction includes:

1. The dressing of blisters, burns, sores, and wounds; the application of fomentations, poultices, and minor dressings.
2. The application of leeches externally and internally.
3. The administration of enemas.
4. The management of trusses and appliances for uterine complaints.
5. The best method of friction to the body and extremities.
6. The management of helpless patients; making beds, moving, changing, giving baths in bed, preventing and dressing bedsores, and managing positions.
7. Bandaging, making bandages and rollers, lining of splints.

The pupil nurses will attend operations and assist at them.

They will be taught every kind of sick cookery and the preparation of drinks and stimulants for the sick; to understand thoroughly the art of ventilation without chilling the patient, both in private houses and in hospital wards, and all that pertains to night in distinction from day nursing; to make accurate observations and report to the physician of the state of the secretions, expectoration, pulse, skin, appetite, temperature of the body, intelligence, as delirium or stupor, breathing, sleep, condition of wounds, eruptions, formation of matter, effect of diet or of stimulants or of medicines, and to learn the management of convalescents.

The teaching will be given by attending and resident physicians and surgeons at the bedside of the patients, by the superintendent, and by the head nurses.

The pupils will pass through the different wards, serving and being taught for one year. They will board and lodge at the home, and will be paid $10 a month for their clothing and personal expenses. This sum is in no manner intended as wages, it being considered that their education during this time will be a full equivalent for their services.

They are required to wear the dress of the institution, viz, a gray stuff dress in winter and calico in summer, (simply made,) a white apron and cap, and brown linen cuffs, covering the sleeve from wrist to elbow. Nurses will be cared for in illness at the home.

At the expiration of the year they will be promoted to such positions as they may be found capable of holding, with an increase of salary.

When the full term of two years is ended, the nurses thus trained will be at liberty to choose their own fields of labor, whether in hospitals, in private families, or in district nursing among the poor. On leaving the school, they will, on passing an examination, each receive a diploma signed by the examining board and by a committee of the board of managers.

Rules for nurses going out to private service.

1. That the nurses are to attend the sick, both rich and poor, at hospital or private houses, as the committee or superintendent may appoint.
2. That when sent from the home to attend a patient they receive their instructions from the superintendent, and do not leave the case without communicating with her. This they can do by letter at any time.
3. That while on duty in the home, at the hospital, or in private houses, the regulations of the school with regard to dress are to be observed by the nurse.
4. That a nurse is always to bring back with her a certificate of conduct and efficiency from the family of her patient or from the medical attendant.

It is expected that nurses will bear in mind the importance of the situation they have undertaken, and will evince at all times the self denial, forbearance, gentleness, and good temper so essential in their attendance on the sick, and also to their character as Christian nurses. They are to take the whole charge of the sick room, doing everything that is requisite in it, when called upon to do so. When nursing in families where there are no servants, if their attention be not of necessity wholly devoted to their patients, they are expected to make themselves generally useful. They are to be careful not to increase the expenses of the family in any way. They are also most earnestly charged to hold sacred the knowledge which to a certain extent they must obtain of the private affairs of such household or individuals as they may attend.

The following suggestions are made by the directors of the Bellevue school as to the organization and management of similar schools:

The superintendent.—She should be a lady in the best sense of the word, combining Christian graces with mental ability, having tact, judgment, and good temper, and possessing that nameless power peculiar to good generals of inspiring an esprit de corps in her subordinates. She should be held responsible by the governing body of the hospital for the discipline of her nurses, their good conduct, the order and cleanliness of the wards, and the domestic arrangements of the hospital. All the servants and nurses should in the performance of their duties be responsible to her alone. She should be responsible to the medical authorities that their orders for the treatment of the sick are satisfactorily carried out. Neither a medical officer nor any other male head should have the power to dismiss or suspend a nurse or servant for bad conduct or neglect of duty. He should report the case to the superintendent, who as we have said is responsible for the conduct of her subordinates.

"Simplicity of rules—placing the nurses in all matters regarding management of the sick absolutely under the orders of the medical men, and in all disciplinary matters absolutely under the female superintendent, to whom the medical officers should report all cases of neglect—is very important. At the outset, there must be a clear and recorded definition of the limits of these two classes of jurisdiction. Of course if she does not exercise the authority intrusted to her with judgment and discretion, it is then the legitimate province of the governing body to interfere and remove her. It is necessary to dwell strongly on this point, because there has been not infrequently a disposition shown to make the nursing establishment responsible on the side of discipline to the medical officer or the governor of a hospital. An attempt to introduce such a system would be merely to try anew and fail anew in an attempt which has frequently been made. In disciplinary matters a woman only can understand a woman."

To this opinion of Miss Nightingale we give our emphatic assent. To turn a body of young women into a hospital with no female head whom they can respect and must obey will be sure to end in failure so far as a school is concerned, and in disaster in other ways.

Pupils should be, as a general rule, between the ages of twenty-one and thirty-five, unmarried or widows. Habits of obedience, order, regularity, neatness, and quickness of observation, all indispensable qualities in a nurse, cannot be acquired after middle life, and it will scarcely occur that before the age of twenty-one a woman will have acquired that steadiness of purpose which a profession of such labor and self sacrifice entails. The pupil should have good temper and good health; a woman whose vision or hearing is defective, who is lame or delicate in any way, should not be accepted. Our experience proves that the better she is educated and the more refined and intelligent she is, the better nurse she makes, and we are glad to see that as the work becomes better known we have applications from women of a higher grade than many of those who first offered, and we look forward with confidence to the period, and that not long distant, when the profession of a nurse for the sick will rank with that of a teacher for the young.

Residence.—Miss Nightingale regards it as indispensable that the superintendent and her nurses should live within the hospital. Our experience is the reverse of this, and we account for it thus: American women, who are generally of sensitive nervous organization, brought from the comfortable homes of our rural districts, are at first depressed by the painful aspects of hospital life, and afterward, if they become interested in their work, they take it so "to heart" that unless they are forced to leave the hospital when off duty they would never have it off their minds, and in the end their health would be affected. Hence it is of great importance to the health and morale of the pupils that they should have a cheerful, comfortable home, where they can each day throw off the cares of their profession and rest when exhausted. We attribute the good health enjoyed by our pupils (no dangerous illness nor death has occurred among them in three years and a half) to their home, from which they walk to and from the hospital three times a day.

Salary.—It has been remarked by some with surprise that pupils should be paid while receiving their education. "Why should not women who are enjoying such advantages give their services in return?" To the same question Miss Nightingale gives the following reply: "The real point is that the women who have to earn their bread cannot, after twenty-five years of age, seek situations which require a year or more previous training; this, which is often overlooked, is so important that one sine qua non for all institutions which train nurses is that the probationers, if really good subjects are to be obtained, should receive wages during their year's training."

Dress.—A uniform, however simple, is indispensable, and should be rigidly enforced. It is advantageous on the ground of economy as well as neatness, and its effect on a corps of nurses is the same as on a company of soldiers.

BOSTON TRAINING SCHOOL FOR NURSES.

This institution went into operation in November, 1873. The school began with six pupils, nursing twenty-two patients in two wards. In 1876 the pupils numbered twenty-five, with eight head nurses, nursing 147 patients in eight wards. The course of instruction in this school is similar to that of the Bellevue Hospital school. The cost of carrying it on when it shall furnish all the fifty-two nurses required in the Massachusetts General Hospital, to which is attached, will it is estimated be about four thousand dollars per annum.

CONNECTICUT TRAINING SCHOOL FOR NURSES.

The school aims—

First. To provide a useful and honorable means of livelihood for young women who desire to support themselves.

Second. To help the sick poor in the hospital and out of it.

Third. To train nurses for the families of the public in times of distress.

The number of pupils is limited at any one time to twelve, and fifteen months are their term of service. A colored pupil has recently been admitted.

The great desire of this school is to have the opportunity to train nurses for mission work, but the fact that this as well as the other schools depends for its support upon the rich, deprives it of the privilege of sending nurses to the poor. The same obstacle was found in England, and Miss Nightingale says:

> Experience hitherto shows that if an institution is begun to provide skilled nurses for the rich and poor, especially if it be self-supporting, it ends by providing skilled nurses for the rich alone. For the rich must come first if the institution is to be self supporting, and if the rich come first they will be first and last.

PHILADELPHIA LYING-IN AND NURSE SCHOOL.

Since the organization of the Lying-in Charity, in 1831, there have been about ten thousand patients cared for in the obstetrical department of the institution. Nearly four thousand of these have received nursing aid, and many of the most destitute have received nourishment and clothing; many hundreds of cases have been cured or relieved at the clinic for diseases of females.

One hundred and ninety-five nurses have received regular and explicit instruction in the lecture room since 1844, besides a number unknown, who appear to have received "instruction" and "training" of some kind from the physician of the Lying-in Charity, under the auspices of the Nurse Society, between the years 1839 and 1844. One thou-

sand three hundred and eighty-three medical gentlemen have also received instruction in the lecture room, and occupied the position of pupil physician to the Lying-in Charity. More than six thousand citizens have applied at the institution for nurses, of whom about four thousand have been supplied."

SCHOOL OF DOMESTIC SCIENCE.

A School of Domestic Science and Art has been established in the Illinois Industrial University, and Dr. Gregory, the regent, remarks:

The purpose is to provide a full course of instruction in the arts of the household and the sciences relating thereto. No industry is more important to human happiness and well being than that which makes the home. And this industry involves principles of science as many and as profound as those which control any other human employment: it includes the architecture of the dwelling house, with the laws of heating and ventilation; the principles of physiology and hygiene, as applied to the sick and the well; the nature, uses, preservation, and preparation of animal and vegetable food for the healthful and for invalids; the chemistry of cooking; the uses, construction, material, and hygiene of dress; the principles of taste as applied to ornamentation, furniture, clothing, and landscapes; horticulture and culture of both house and garden plants; the laws of markets; the usages of society and the laws of etiquette and social life.—(Catalogue and circular of Illinois Industrial University, 1876–'77.)

THE DUTY OF THE STATE RESPECTING EDUCATION.

An oft repeated objection to the common school system is made by those who believe that the whole responsibility for the instruction of the child rests with his parents, or with his family connections, or with his spiritual pastors. The State or the city, it is said, has no right to educate the young within its limits. The experience of England in this matter is one of great interest.

No one can deny the conservative character of English thought, society, and life. Change is to the Englishman the worst of ordinary evils. Even an abuse, if hoary with years, receives almost affectionate reproach. Only by successive improvements and modifications have the great changes in English laws and usages been achieved. It may be of interest to mark a few of the points of this progress in the methods of supplying English elementary instruction.

King Alfred urged on parents the duty of educating their children. In succeeding ages benevolent men founded schools, this being especially the case during the reigns of the Tudor monarchs. But the popular ignorance was always appallingly great; even the earnest appeal of the great Milton in behalf of education did not lead the independents under Cromwell to favor public intelligence. The philosophic Locke spoke to his countrymen almost in vain. The example of her own New England colonies was unheeded.

Then came the period of individual effort and labor: Raikes, with his Sunday school in Gloucester, (1781;) Bell's first school in St. Botolph's, Aldgate, (1797;) Lancaster's first school in 1798, and his Royal Lancasterian Institution in 1808, which has become the British and Foreign School Society; then Bell's labors in founding the National Society in 1811; Pounds, the Portsmouth cobbler, founded the first ragged school in 1818, and Wilderspin the first infant school in 1824.

But how little individual and ecclesiastical labor had been able to accomplish for the instruction of the common people was shown by the published results of Brougham's parliamentary commission, and was driven home by the trenchant essay of John Foster on the Evils of Popular Ignorance, 1819. Even then twenty years were allowed to elapse before the department of education was established. Then thirty-three years passed before popular ignorance had so forced itself on the attention of the public that the elementary education act of 1870 became a law.

This law* and its successive amendments, the acts of 1873 and 1876, show that

*An abstract of this law was given in the annual report of this Office for 1870.

England has at last gone seriously and systematically to work to get rid of popular ignorance. Nothing can better show the wisdom, prudence, and success of the measures taken than the paper (now presented to the reader) by William Jack, M. A., LL.D., formerly one of Her Majesty's inspectors of schools.

THE RESULTS OF FIVE YEARS OF COMPULSORY EDUCATION IN GREAT BRITAIN.*

I do not propose to discuss the question whether the quality of elementary education in Great Britain has improved or deteriorated in consequence of the introduction into the country of compulsion. Few inquiries would be more difficult. There is no absolute standard of quality, and the question whether an increased amount of teaching in "extra subjects" has compensated for the falling off, if there is any falling off, in the acquirements ascertained by the pass examinations in reading, writing, and arithmetic, would be answered differently by different people. I use the word *results* for two things which can be measured in figures:

(1) The change in the *number* of children attending *efficient* elementary schools.

(2) The change, if any, in the *regularity* of attendance at school.

PROVISIONS OF EDUCATION ACTS IN ENGLAND AND SCOTLAND.

In the English education act of 1870, the government for the first time sanctioned the principle that wherever the school board of a locality believes that children ought to be compelled to attend school, parents *may* be compelled to send them under penalty of fine or imprisonment, under such by-laws as the school board may enact.

Since that time school boards representing a population of nearly twelve and one-half millions of people in England and Wales have passed and worked compulsory by-laws. Compulsion was, up to October, 1876, adopted by 46 per cent. of the whole population of England and Wales, and by 82 per cent. of the borough population.

In the new education act of 1876, England has adopted the principle of universal compulsion, creating a school attendance committee where there is no school board, and enjoining that committee or the school board of the locality to make and enforce by-laws and otherwise carry out the provisions of the act.

Its provisions are briefly these:

First. It is declared to be the duty of every parent to see to the elementary education of his child above five and below fourteen.

Second. No employer is permitted to employ—

(1) Any child under ten years of age, with certain—no doubt considerable—permitted exceptions; or

(2) Any child over ten and up to fourteen without a certificate either of education or of previous attendance of a due amount.

The employer is liable in penalties not exceeding forty shillings. The parent is liable for his child, and he may be fined or his child may be taken from him and sent either to a certified industrial school or to a new kind of certified day industrial school, which will give meals, probably in most cases a midday meal, but not lodging. The school board and the school attendance committee are to have power to make by-laws which can be legally enforced regulating the attendance of children. For the present the standard of education required after ten will be Standard IV,† that suitable to ordinarily well trained children between ten and eleven, and of school attendance 250 attendances (out of 450 possible) in each of five years after five years of age. These provisions will come into force fully in 1881. Up to Christmas, 1876, in consequence partly of some oversight in drawing the new act, there is no experience large enough to enable me to describe its working or forecast its results.

In Scotland, the act of August, 1872, for the first time adopted the principle of uni-

* This paper originally appeared in Macmillan's Magazine for November, 1876. It is now republished, with many additions by the author himself, and with his consent.

† Reading, a few lines of poetry or prose, at the choice of the inspector; writing, a sentence slowly dictated once, by a few words at a time, from a reading book, such as is used in the first class of the school; arithmetic, compound rules, (common weights and measures.)

versal statutory compulsion, and the school boards which are established in every parish in that country have since been charged to see that all children between five and thirteen attend school with reasonable regularity. Offenders are liable to prosecution by the school board before the sheriff. But there is no definition of regularity of attendance in the act; there is no power given to school boards to make *binding* by-laws in the matter; and the sheriff is the sole judge whether a school board prosecuting for irregularity is setting up a reasonable or an unreasonable standard.

In Ireland there is no compulsory law.

COMPARISON OF RESULTS—IRELAND.

In the belief that a statement of the actual results of the compulsory measures which have been tested by experience may be generally interesting, and in the hope that it may point to some important practical inferences, I have collated the statistics of the different countries and of several great cities. I owe my information to the official returns, and especially to the great courtesy of the school board officers for London, Birmingham, Liverpool, Manchester, Glasgow, and Edinburgh.

Ireland, as I have said, is under no compulsory law. Its educational progress may, therefore, be advantageously compared with that of Scotland and England, and especially with that of the four great English communities in which compulsion has been more or less gradually introduced since 1871, and with that of Glasgow and Edinburgh, where it has been introduced since 1873. The returns are those of the national board, whose schools certainly supply most of the educational wants of that country; though, since the figures given as the results of the inquiry of the primary education commission for Ireland held in 1868, there is no means of indicating the precise proportion of the work done there by outside organizations.

The *advance* of education in Ireland may be measured by the following figures:

Children on rolls, 1870	951,000
Children on rolls, 1875	1,012,900

—an addition in five years of 61,000, or 6 per cent. This provision of school education in Ireland may at first sight seem sufficient; the population being somewhere about five and a half millions, and one in six in school attendance being admittedly a very high figure, not reached by either England or Scotland. But the national board counts children on the roll in a way different from that general in England and Scotland. The details of that difference are explained in the Irish report for 1875, to which it is enough to refer my readers. In that year the board has for the first time given us the means of comparing attendance with population according to the scale with which we are familiar in England. It appears that, instead of 1,012,000 children on the rolls, 578,000 would have been so reckoned on the English method—say between one in nine and one in ten of the population on the roll. There is thus a great mass of uneducated children to draw upon, and I may say without any hesitation that the slow increase of about 1 per cent. per annum on the average of the last five years is *not* due to the supply of uneducated children in Ireland having been at all exhausted. The average daily attendance in national schools is 390,000, which is 67 per cent. of the roll attendance computed according to the English mode, and about one in fourteen of the population. The Irish mode of reckoning one attendance per day, however, is less strict than the English mode of two attendances; and I have no doubt that if the Irish were to adopt the English method, the Irish proportion of average to roll attendance would be lower than 67 per cent. The one important and certain result is that an addition of about 6 per cent. in five years represents the advance of the Irish national system, which is without compulsion.

The three tests by which I shall measure educational status will be these:

1. What is the average attendance and what proportion does it bear to the population?

2. At what rate has it been recently increasing?

3. What proportion of the children on the rolls are in average attendance?

The third question tests the regularity of the children. It is a rough and not a satisfactory test, but it is the only test available. No doubt the rolls are kept in a rather loose way in many localities, and it would be infinitely better if some statistical datum subject to no dubiety (*e. g.*, the number of all the children who have actually attended school during a certain time, say a year, fixed uniformly for the whole country) were substituted for the roll attendance, by the central authorities. In the mean time I have no choice, and although the test is a rough one, it is probably fairly sufficient.

SCOTLAND.

In Scotland the change to the new system was made in 1872. During the last year of the old system, the annual grant schools showed an average attendance of 214,000, being one in sixteen of the population. In the first year the change had scarcely begun to work, the average rising only to 221,000. In the second year, however, it rose to 264,000, and in the present year to 304,000. In three years, therefore, under the quickening impulse of a universal compulsory law, the average school attendance of Scotland has increased by 90,000 children, being 42 per cent.; while in five years the average attendance in Ireland has increased from 359,000 by 31,000 pupils, being 8½ per cent. The average attendance in national schools in Ireland in 1870 bore much the same proportion to the whole population as in privy council schools in Scotland in 1872. In 1875 the average attendance in national schools in Ireland was one in fourteen of the population, while in Scotland in privy council schools it was one in eleven.

These figures are certainly too favorable to the principle of compulsion. The Scotch act transferred to the annual grant schools a number of old parish schools, which formerly did a considerable portion of the work of the country, but which had not till then been included in the privy council returns. I have no data by which I can accurately measure the amount of this mere statistical addition to the privy council figures. It cannot have been so much as the whole difference between 1872 and 1874, from 214,000 to 264,000. Even if it were taken at that amount, the rise to 304,000, in what would then be *one* year, would be a rise of 15 per cent. In the list of schools actually added and to be added, I find that the number of new schools for which building grants have been obtained since 1872 is 1,383, being half as many as the whole previous supply.

The average attendance over all Scotland bears now the proportion to the roll of 75 per cent., which compares very favorably with the Irish average of 67 per cent., and the more favorably as a great number of the new scholars in Scotland belong to the classes whose children are most disposed to attend irregularly.

ENGLAND.

The effect of the changes which have taken place in England since 1870 is not masked by any statistical accident like the addition of the old parochial schools en masse to the annual grant list. In the year before the English educational act with its permissive compulsion began to operate, the average attendance of day scholars was 1,152,389, being one in nineteen of the population, whereas it is now (1876) 1,837,180, or one in thirteen of the population. It has risen 685,000, or 60 per cent., in the five years, while that in Ireland has only risen 8½ per cent., and that in Scotland has apparently risen 42 per cent. in three years. It may be comforting to ratepayers to learn that the schools already provided can hold a considerable number of additional children. Each department in England with accommodation for 163 scholars had an average attendance last year of 95. The accommodation provided in England is in excess of that used by as much as 70 per cent. In Scotland, as might have been expected, there has been no such extravagance in public money in anticipation of public needs. The Scotch schools have accommodation for 133 per department to meet an average attendance of 103, an excess of 30 per cent. The 70 per cent. of England is no doubt partly due to the passionate efforts made by managers during the English year of grace in 1871.

The average attendance in England, 67 per cent. of the roll, is identical with that

of Ireland; a result which is somewhat surprising, considering that 60 per cent. of new and untrained, and consequently irregular scholars, have been added to the school lists during the last five years.

These are the general results for the three countries. But in England compulsion is only partial, and although it is universal in Scotland it is only at the beginning of its work. I shall, accordingly, look somewhat more in detail to the results of the application of compulsion in the large cities, which are types of 82 per cent. of the borough population of England.

The act of 1870 decreed a school board for London, other cities being left to the freedom of their own will. The first step which the board took was to discover the actual school supply in the metropolis, and to make a reasonable estimate of what was wanted. The government theory was, that accommodation ought to be provided for one in six of the population. After making allowances for the middle and upper classes, and for the necessary absences, the school board of London decided that a supply for one in eight of the population was enough to provide for elementary schooling in its district. Accordingly it was necessary to have accommodation for 420,000 children, the population in 1871 being approximately 3,356,000. The board found schools existing in 1870, or erected or projected between that and 1873, for 308,000, so that their first duty was to build for 112,000 more children. Many of the existing schools were inefficient; they had to work gradually toward the remodelling or uprooting and subsequently the replacing of these inefficient schools; they had to alter the habit of irregular attendance. Between the spring of 1871 and the Michaelmas of 1873, two and a half years, they had increased the average attendance by 60,000. At midsummer, 1876, the average attendance had risen to 305,749, an increase of 131,448 over the spring of 1871, when it was 174,301. At Christmas, 1876, it was 313,985. Thus in five years, to take round numbers, the average attendance on efficient schools has risen by 75 per cent. in the metropolis, against the Irish 8 per cent. in five years. The latest return shows that the increase is not stopped, and indeed that it shows no sign of stopping. Besides, there were 42,000 in non-efficient schools at midsummer, 1876, which is 12,000 fewer than in the previous year. There were 87,000 who ought to have been at school, but who were absent from various causes at midsummer, 1876. This official estimate of deficiency is founded on the theory that 575,000 children between three and thirteen require elementary teaching — say 1 in 6 of the population. But the school board of London does not think it necessary to provide school accommodation for more than 440,000 — say 1 in 8; and in fact it had provided up to the middle of 1876 for 420,000, which was its original estimate of what would adequately supply existing deficiencies. It has only to provide in addition for the children representing the increase of population since 1871, in efficient schools. The provision at Christmas, 1876, is for 433,190 children; the total number of children between three and thirteen requiring elementary education is estimated at 574,693.

The change wrought since the foundation of the school board system is thus enormous. Considering the number of untrained children drawn for the first time within the school board net the regularity of attendance secured is also very remarkable. It was 75 per cent. of the roll in midsummer; 74.5 per cent. at Christmas, 1875; 76.5 per cent. at midsummer, 1876; 77.4 at Christmas, 1876—rather better than that in Scotland; and these results are to be compared with the 67 per cent. of Ireland, where there is no compulsion, and of all England, where it is only partial.

Of the 87,000 not attending school in the metropolis at midsummer, 1876, I must add that 65,000 are under five, an age when people in Scotland scarcely think of sending children to school at all. The infant school system is, it is well known, much more developed in South than in North Britain.

For the sake of simplicity, I have neglected the varying increases of population in the large towns. To take them into account would introduce no material change in the comparative figures, and very little change of any kind.

PROSECUTIONS UNDER THE EDUCATIONAL ACTS — LONDON.

It remains for me to look at the dark side of compulsion. In London two preliminary

notices precede the parent's summons before a magistrate for neglect of his children. These warnings generally have the effect desired. Thus there were 35,000 A notices in the half year ending midsummer, 1876, which brought 13,000 to school or made them more regular. Then there were 23,000 B notices; these were followed by 3,990 summonses, and by about 3,400 fines. At that time in London 150 people were summoned and 130 people were fined every week for neglecting the education of their children. In the half year ending Christmas, there were 30,715 A notices, 20,638 B notices, 4,273 summonses, 3,492 fines. The cost of this machinery for the year is £24,000, being 1*s.* 7*d.* per head per annum on the average attendance secured. But the cost, heavy though it is, seems to me scarcely worth counting, compared with the feeling among the poor which I should expect these prosecutions to create. There is no sign, however, that the efficiency of the present compulsory action is diminishing. The addition to the attendance in the half year ending midsummer, 1875, was 17,600. In the half year ending Christmas, 1875, it was only 1,400. But the winter was an exceptionally severe one, and the increase in the half year ending midsummer, 1876, has again risen to 17,252. The increase in the half year ending Christmas, 1876, is 8,236.

Figures and percentages are apt to leave rather a vague and shadowy impression, and it may help my readers to realize the difficulty as well as the extent of the problem practically presented to school board officers if I take four instances at random from the report of the London school board. They seem to me to throw a vivid light on the infinite variety of domestic and social entanglements in which the enforcement of compulsion inevitably involves us.

Richard Rust was summoned for Richard, aged 9. The lad is a very bad one, and was rapidly going to ruin. The father having arranged with some friends in the country to take charge of him in the future, the summons was withdrawn upon payment of costs.

Tomlin. In this case, notwithstanding fines were imposed, and a warrant applied for and granted for the apprehension of the defendant, no good result ensued, as the warrant officer was unable to apprehend the father, who worked in the country, and seldom or never returned home except on Sundays. Application was made to the magistrate for a summons against the wife, on the ground that she had the "actual custody." This was granted, but she removed, and the visitor has been unable to ascertain her address. She probably went into the country.

Richard Raymond was summoned at Lambeth police court for neglecting to cause his son William to attend school. The father stated that the boy had been refused admission on account of an impediment in his speech. In order that inquiries might be made Mr. Ellison adjourned the case for one week, when the statement of the father being proved false, a fine of 2*s.* and costs was inflicted.

Henry Warner, summoned for his son, aged 10, pleaded that it was no fault of his; that his wife was master of the situation and would not let the lad attend school. Case was adjourned for inquiry, which resulted in establishing the fact that the defendant was certainly not the master of his household; but the magistrate said he ought to be, and fined him.

A family like Rust's shifts its residence out of London. The case drops out of the cognizance of those who have long been watching it, and new officers have to take it up from the very beginning. Tomlin's father is never at home except on Sundays, and when the school board officer summons the mother who has "the actual custody," Mrs. Tomlin slips through his fingers like an eel. Raymond's father pretends that he has an impediment, and that schools won't take him in. Poor Warner has a wife who won't let the lad attend school and won't let Warner send him there. There are forty cases for every one of these every week; eight thousand such stories are told annually before the police courts of London; every one of them with some ingenious variation of pretended excuse or some miserable and perplexing real difficulty.

LIVERPOOL.

The statistics of Liverpool at midsummer, 1876, are as follows: The cost of compulsion is about 2*s.* per child on the roll, about 3*s.* per child in average attendance,

which is about twice what it is in London. The increase in the average attendance on public elementary schools in five years is from 33,827 to 41,192, being 21 per cent., as against the 8 per cent. of Ireland or the 75 per cent. of London. The average attendance has fallen from 70 per cent. to 64 per cent. of the number on the roll, which is very significant of the class of children brought in by the compulsory clauses. Besides the public schools, the authorities of Liverpool estimate that there were 10,058 on the roll of all other elementary schools in 1871, and 14,300 of all others in 1875. Liverpool has advanced, but very much more slowly than London. It started very much better than London did, and had far less leeway to make up. It is difficult precisely to compare its present educational position with that of London, because the non-public schools occupy much more of the ground in proportion than in the metropolis. Its population was 493,000 in 1871, and there were 14,000 seamen belonging to the port. So far as school attendance goes, there is probably little now to choose between the two cities.

The Liverpool authorities have been good enough to supply me with the totals for April for seven years. They are:

April, 1871	31,438
April, 1872	37,283
April, 1873	36,323
April, 1874	38,296
April, 1875	41,528
April, 1876	41,679
April, 1877	45,163

in average attendance in all public inspected elementary schools. This shows a rise of 47 per cent. in six years, the rise last year having been especially remarkable. The average attendance was 71 per cent. of the roll attendance in 1871 and 70 per cent. in 1877.

In Liverpool great attention is paid to the working of the compulsory by-laws. In the year ending October 1, 1876, 6,182 notices were issued to parents, and 1,817 prosecutions took place in consequence. This would correspond to about 12,000 in London, the rate there being 8,000. Before the parent is prosecuted, parents are brought by the notices to meet a member of the board and the superintendent of visitors, and such meetings are held two or three times a week. For instance, I am told, "In one small district, having about 2,000 children, the parents of 355 were brought before a member of the board, and the present result is that 124 are regulars, 11 are delicate, 10 have removed, 6 are over age, 1 has been exempt, and there are 203 who are still irregular; 24 of these have been summoned more than once. Those from the 203 who are still irregular and have not been summoned are not considered irregular enough for a summons."

In 1876 there were prosecutions for 2,119 children, of whom 1,638 were prosecuted for once and 481 more than once. The result is that 518 have become regular, 851 are absent from reasonable causes, and the remaining 750 are more or less black sheep. Let me add what the clerk of the Liverpool school board tells me of the difficulties of compulsion:

The great difficulty of enforcing regularity of attendance in large towns like Liverpool is the enormous number of cases in which infractions of the law are committed, so that although the number of cases actually prosecuted each week is considerable, they form but a small section of the persons who have rendered themselves liable to prosecution; again, there are a considerable number of cases in which prosecution carried on to the length of imprisonment over and over again completely fails to secure the attendance of the child. These cases no doubt will be to a large extent met by the provisions of the new act when in operation. Another, and perhaps the principal difficulty, arises from deficient means of information as to cases of neglect. The knowledge which the board has of the age of children and often of their very existence is derived at present mainly from the statements of the parents, and is therefore in a very great number of cases no doubt misleading where the pressure of compulsion is most needed. I have little doubt that in Liverpool, and in almost every other large town,

there are hundreds, if not thousands, of children of school age about whom the school board knows nothing. This difficulty will, to a considerable extent, be met in the future by the power which is given in the new act to require returns of births and deaths from the local registrars, though even with this information it will be a hard task to keep some of the families in view, through their frequent migrations, accompanied in many cases even by a change of name.

MANCHESTER.

The statistics of Manchester are somewhat similar to those of Liverpool. The Manchester attendance returns were first collected by the board in December, 1871. At that date the average attendance was 26,328, and the number on the roll was 39,240. The quarterly returns for the quarter ending June, 1876, showed 32,220 children in average and 50,461 in roll attendance. Thus, in four and a half years, the average attendance has risen 22.5 per cent., or 5 per cent. per annum. The population of Manchester has remained practically stationary during the time, so that the same extent of increase was not to be expected as in the case, for instance, of Glasgow and of London. But the general effect on the results of making the allowance would nowhere be of very great importance.

The regularity of attendance may be measured as usual by the proportion which the average bears to the roll attendance. It was 67 per cent. in Manchester before compulsion; it is now 64 per cent., and the change seems to signify that a new class, whose attendance it is unusually difficult to secure or to make regular, has been brought into school. In Manchester great attention has been paid by the board to educational statistics, and they have a method of their own for testing regularity. They find the average attendance for the quarter much in the usual way and compare it with the average number present at all, which is the average of the entire children attending in each week of the quarter. The proportion is called the percentage of regularity. It was 80.5 in 1877, and 78.8 in 1876. The average attendance had risen from March, 1876, to March, 1877, from 32,114 to 34,952, or 9 per cent. in the year.

The compulsory powers of the school board are extensively used in Manchester. The clerk of the board tells me that the recent average is 70 or 80 cases brought before the magistrate per week. The pressure is exercised on two grounds: non-attendance, and irregular attendance; and the board at present aims to constrain children to give at least 80 per cent. of possible attendances. The population of Manchester is 351,000, so that 70 per week, say 3,500 per year, represent one prosecution for every 100 persons. But this rate is only the existing or recent rate in 1876. In the whole of 1875 there were only 1,039 prosecutions, say 20 per week, or 1 in 340 of the population. I suppose that the increased activity of prosecution is largely due to the rise in the increased number of attendances, from 50 to 80 per cent., required under recent by-laws, in the last week of which I was told the prosecutions amounted to as many as 130, which is pretty much the same as for the ten times more populous city of London. I do not know the expense of school board prosecutions in Manchester.

BIRMINGHAM.

In Birmingham the results are very remarkable. The city was the headquarters of the Education League, and that powerful and intelligent organization ultimately controlled and now controls the school board. Noblesse oblige. The Birmingham board felt itself bound to show what educational zeal could do. In December, 1871, the average attendance in public elementary schools was 16,263. Compulsion was not resorted to till May, 1872. Then and since then the average has been—

December, 1871	16,263
May, 1872	20,028
May, 1873	28,035
May, 1874	30,339
May, 1875	34,718
May, 1876	38,817

Thus, in four and a half years the apparent increase in Birmingham has been 138 per cent. When account is taken of half timers, according to the modes of computation of the department, with which I need not trouble my readers, the increase in these four and a half years is the prodigious one of 150 per cent. In addition to this, the proportion of average attendance to the roll attendance has risen from 62 to 70 per cent. These magnificent results make the record of the first two school boards of Birmingham memorable in the educational annals of England. They have not been obtained, however, without great exertions and severe pressure. Since May, 1872, prosecution has been resorted to in 7,515 cases, an average of 1,900 annually. At that rate the annual average for London, with its 306,000 of attendance, should be 17,000 instead of 8,000. Birmingham manages compulsion cheaply. Prosecutions used to cost there £1,000 annually. They now cost, under a system of specially reduced fees, only £300. But the chief expense of compulsion in London, and probably everywhere, is due to the staff of visitors. The mere legal expenses of compulsion in London were under £300 in the half year ending midsummer, 1876.

The compulsory action taken in London, Birmingham, Manchester, and Liverpool is very stringent. In London there is one prosecution annually for every 450 of the population; in Birmingham, about one for every 200; in Manchester, about one for every 100 in 1876, and about one for every 340 in 1875. To me it appears doubtful whether the poorer classes will long endure so severe a pressure with patience. As the conviction of the necessity of school attendance and the habit of obedience to the law deepens in the masses of the people, we may hope that the same results, or others even more satisfactory, may be obtained at a far lower cost of legal process, with all the hardships and harassments which it involves.

GLASGOW.

In these respects the procedure and experience of Glasgow and Edinburgh are in remarkable contrast with that of England. The authorities in Glasgow started two years later than in England, and as new schools have often to be built before children can be driven to school, the first years of compulsory action are always the least effective. The results are these. In inspected schools and not inspected efficient schools charging the same as board schools there were 30,103 in average attendance in 1873; 36,568 in average attendance in 1874; and 42,675 in average attendance in 1875. The rise in two years has thus been 12,572, or 42 per cent., a rate almost as remarkable as that of Birmingham. The percentage of average attendance to roll attendance amounts to 79 per cent. in 1873, 76 per cent. in 1874, and 78 per cent. in 1875, which is still more remarkable. The results for October, 1876, are that Glasgow has managed to raise her average attendance to 84 per cent. of the numbers on the roll.

Some not inspected efficient schools are included in these estimates; but they are a small fraction of the whole, and their exclusion would not materially alter the proportions of increase. They account for about 3,000 children. Setting them aside, indeed, we should have an increase of 50 per cent. in the two years in the inspected schools, which is nearly or quite equal to that of Birmingham. The rate of progress has not, however, been maintained in the latest returns, which show an average of 43,358, a rise of scarcely 2 per cent. on the preceding year. The accommodation in inspected schools has risen in the three years from 31,327 to 50,935, being 62 per cent. The inefficient schools have, meanwhile, been steadily disappearing.

The remarkable part of the case of Glasgow is the manner in which the compulsory clauses have been worked. I have thus described the process elsewhere:

The Glasgow secret is very simple. The board goes down among the defaulting parents, holding frequent meetings in their own localities, to hear the stories of the poor and to persuade them for their own and their children's good. They try everything before they prosecute. They distribute copiously fly leaves narrating the facts, so as to make every actual prosecution go as far as possible in persuading other people. Gentleness would be useless without firmness, and the Glasgow board has not worn its sword of justice altogether in vain; but it has shrunk from prosecutions with an energy and a success which, now that compulsion is to be universal, I hope we may

see widely imitated. In some rural districts, and perhaps with sensible women for compulsory officers, prosecutions ought to be almost unnecessary. The fact that the law is in the background ought, there at least, to be generally sufficient.

Many people seem to doubt the efficacy of "fly-leaves," and to want something a little more like "fly blisters." I quote from a speech delivered by Mr. Mitchell, the convener of the Glasgow school attendance committee, on October 9, 1876:

My belief is, that the fly-sheets on which a few of the worst cases are recorded, with the corresponding penalties, are far more effectual with flagrant defaulters than actual prosecution itself would be. They see there, or have read to them, details of prosecutions wherein parents neglecting the education of their children have been fined and imprisoned; and the dread of a similar infliction on themselves has an effect probably more powerful than a sheriff's warrant. Those of us who witnessed the proceedings in the sheriff's court connected with the few prosecutions which we instituted last year must have been impressed with the conviction that the cure was nearly as bad as the disease. I am inclined to the belief that we have nearly as many necessary illustrations for our fly-leaves as may serve our purpose and prevent the need of prosecutions for many days to come.

I supplement what I have said above by Mr. Mitchell's further statement that the conduct of the school board officers has naturally been animated by the spirit of their masters:

Without doubt these meetings have had the best possible effect, both directly and indirectly. Still I would remind the board that for one parent dealt with in this way there are a hundred defaulting parents who have been induced to send their children to school by means altogether different. The call of the school board officer, the printed form setting forth the requirements of the education act, the persuasive remonstrance and warning which the officer plies *during repeated calls*—these have been by far the most effectual means in enabling us to reduce the number of defaulting parents. The officers, no doubt, who are always present at the board meetings with defaulting parents, have largely imbibed the spirit of forbearance and sympathy which the board has shown to the poor people who are brought before it, and this has given them access to the parents and a success in their work which they might not otherwise have attained.

The monthly table of the school officers shows that 9,283 children were reported by the teachers irregular and absent; that there were 969 vagrants, and 1,192 left over from the previous month. The result of dealing with these children was to send to school 7,189. There were 661 temporarily ill, 238 exempted, 79 under six years of age, 1,190 removed or not found, 620 vagrants, 233 defaulters, and 1,236 irregulars to carry forward to the next month.

The name of the convener of the Glasgow school board school attendance committee will long be held in honor. In the three years of his reign the school attendance committee has dealt with 20,515, less by removals 2,819, and exemptions 1,684—say 16,000 defaulting parents. Of these, 8,000 sent children to school after a remonstrance and personal warning by visit of the officers; 5,800 more went to school after notice sent to them warning them of the possibility of prosecution following that notice. The members of the school board themselves met with the defaulting parents on eighteen separate occasions, and 1,400 children of the balance of nearly 2,200 were sent to school in consequence. *Only* 51 *have been prosecuted during the three years of the action of the board.* Everything is done to avoid prosecutions; it is only when everything else fails that they are resorted to. The ratepayers' money is saved; the good will and the consciences of the people are enlisted in education; the work of future boards is made infinitely easier, and attendance quite as regular as elsewhere has been secured. No part of the labor of the Glasgow board has been more profitable than the eighteen meetings held with defaulting parents in different parts of the city where the people live, between February, 1874, and January, 1876. There were 1,834 parents summoned to meet the board, representing 2,269 children. All but 250 of the parents answered. The board divided itself into fragments, each sitting separately, and in the whole of a long day getting through about 100 cases each. Mr. Mitchell has shown how to meet the greatest difficulty of the compulsory system. His is a kindly and patriarchal government. Parents are, so far, reasonable creatures, and an ounce of gentle but firm persuasion seems to go as far with most of them as a pound

of punishment. Even if, on a review of the whole circumstances, it might seem desirable, it would in some cases be difficult to go back on the decided steps which have been elsewhere taken. And these steps, it must be remembered, have been fairly effectual. In London and Birmingham the results obtained are undoubtedly satisfactory, and in Liverpool and Manchester they are very considerable. I do not pretend to criticise the action of men to whose admirable labors this country and these great communities are deeply indebted. I have no wish to make out percentages of credit for the different communities and school boards. If I did I should certainly have to take account of an infinitude of circumstances neglected here. I am dealing only with actual results; and nobody will doubt that persuasion, with punishment in the background, is a better way than punishment, if only it be a possible way; and Mr. Mitchell has shown that it is possible in Glasgow, whatever may be the truth with regard to other great cities which have acted more strictly. Half the country comes now, for the first time, under compulsory laws, and we may hope at least to disseminate education as widely as in Glasgow by the same wise and benevolent effort among a willing people.

Compulsion costs far less in proportion in Glasgow than in Liverpool; about 1*s.* 2*d.* per head of the average attendance, instead of 1*s.* 6*d.* in London, and 3*s.* in Liverpool. The amount, which is £2,400, instead of £5,700 per annum for Liverpool, is considerable; but it is less than that incurred by more stringent action. The process has, so far, been reasonably effectual.

EDINBURGH.

The results obtained in Edinburgh are less striking. The numbers of children on the rolls of all the primary schools in the city, with an average fee of 9*d.* per week or under, including the whole of the free schools and the Heriot schools, are shown in the following table:

	Children on roll.
1872–'73	22,489
1873–'74	24,749
1874–'75	26,069
1875–'76	25,309

—an increase only of 2,820 in three years, say 12½ per cent. The increase would have shown much better but for the falling off in the last year. The rise in average attendance corresponds. I have not the figures for 1875-'76, but the proportion of average to roll attendance was 82.8 in 1872-'73, 80.8 in 1873-'74, 81 in 1874–'75, and 84.4 in 1876-'77. Thus, though the compulsory clauses have driven in the careless and irregular classes, the regularity of attendance appears to have increased.

The case of Edinburgh is altogether peculiar, the free Heriot schools, where regular attendance has long been made the condition of obtaining a good elementary education free, doing about one-fourth or one-fifth of the work. The Edinburgh board seem to think the Scotch powers of prosecution too limited, and are anxious to have the privileges conferred on England under Lord Saunders's act of 1876 extended north of the Tweed. They say that "under the Scotch act the parent is brought before a magistrate and convicted; the child is sent for a day for two to school and then withdrawn, because he knows that nothing further can be done to him for another three months," whereas defaulting parents can be prosecuted once a fortnight under Lord Saunders's act. I should have inclined to think once a quarter a better arrangement than once a fortnight.

The Edinburgh board has acted much as their Glasgow neighbors have done. They held in all 17 meetings to deal with defaulting parents. They summoned 361, of whom they ordered 174 to be prosecuted, of whom again they found that 144 submitted within the week before the prosecution was begun. Thus in the three years 30 were prosecuted and 14 fined or imprisoned. The Edinburgh board have not hitherto prosecuted for children under seven years of age, nor the Glasgow board for children under six. In the London school board detailed lists of special cases I find that 11 children

of six and 1 child of five seem to have been prosecuted. The child of five, however, was along with two elders of the same irregular family. I presume, therefore, that prosecution for children under six years is very rare in London and probably throughout England.

The actual legal cost of thirty-nine prosecutions in Edinburgh up to June 30, 1876, was £67, and the cost of these prosecutions, instituted largely in terrorem, is not probably a material reason for keeping down the number. The experience of England points to the probability that more prosecutions may be found ultimately necessary in Scotland than in these earlier years of compulsion, Scotland having started two years later than England. The trawl net of the school board must go gradually deeper into the lowest and most neglected strata of society, and the most irregular classes will probably be those last brought in and most difficult to deal with. The actual cost of legal proceedings in Liverpool and Birmingham is far less in proportion than in Edinburgh.

In Liverpool, with its 1,800 cases a year, the cost of prosecutions was £58 in 1875, £93 in 1876, and £142 in 1877, and it is obvious that these sums interpose no barrier in the way of the penal enforcement of the act. The main cost of compulsion is and must be due to the little army of district visitors. There are 205 in London alone, of whom I am glad to see that 22 are women. The salaries of these officers must be paid whether legal proceedings or perpetual persuasion are the favorite mode of operation.

There are few presentations of statistics to which some objection may not be taken, and the educational statistics of the large towns under school boards, and of the country so far as it is under the official cognizance of the privy council, can form no exception. Some private adventure schools for the classes that need elementary education still survive, and a few of them may be efficient. It would scarcely affect my figures, the main value of which is comparative, if I attempted to estimate these additional elements in the problem on the inadequate data which are alone accessible. If I confine myself to the broad, general conclusions which lie on the surface of the figures I have given, I think I cannot go very far wrong. I throw together the results for the five cities, excluding Edinburgh as exceptionally situated, and taking the figures for 1876:

Cities.	Cost of compulsion per child in average attendance.	Present ratio of cases prosecuted annually to population.	Annual increase under compulsion in children taught.	Change under compulsion in regularity of attendance.
	s. d.			*Per cent.*
London	1 7	1 in 450	15	From — to 76.5
Liverpool	3 0	1 in 270	4	From 70 to 64
Manchester		1 in 100	5	From 67 to 64
Birmingham		1 in 200	31	From 62 to 70
Glasgow	1 2	1 in 20,000	25	From — to 78

I have not taken into account the educational position of the great towns at the beginning of the compulsory era, and that is undoubtedly an element, and a considerable element, in the problem. But there is none of them in which there was not room for very great advances, and in most of them ample room is still left for increasing both the amount and the regularity of attendance. The population of Manchester, for instance, is 8,000 more than that of Birmingham, but the average attendance there in 1876 is only 32,000, against 39,000 in Birmingham. The London average attendance would need to be some-

thing like 380,000, instead of 306,000, to reach the Birmingham level. The Glasgow attendance still remains very far below the point which it may be expected to reach. I have contented myself with recording the rate of advance from a position far behind that which the great cities have now reached, to one distinctly behind that to which they will probably soon attain.

There is another point to which I have adverted already. The Scotch act does not, like the English act, suggest and authorize the making of by-laws requiring so many attendances out of the whole number possible. The sheriff of Lanarkshire might refuse to recognize any standard the Glasgow board inclined to set up. But the by-laws regulating the amount of attendance with which the English boards will be satisfied are permissive, and at their own discretion, and if they choose they may dispense, and Mr. Hughes, a leading member of the Manchester school board, seems to think that they ought to dispense, with such by-laws. These rules multiply statutory offences according to an arbitrary definition. They create and as it were authorize a recognized minimum of attendance. The Birmingham board have no minimum named, and are in that respect much in the same position as the Glasgow board. Their by-laws require perfectly regular attendance, and they are legally entitled to enforce them at their discretion. Perhaps the Glasgow board and the other Scotch boards could not if they had wished have prosecuted as frequently as their neighbors in England. Mr. Mitchell thinks so, and believes that a very great deal of the greater leniency and the smaller amount of prosecution in Scotland is due to the more lenient spirit of the framers of the Scotch act. He is most probably right; and one of the main points to which I hope that this discussion may direct the attention of school boards is the policy or impolicy of very numerous and stringent by-laws.

I have said nothing about the application of the industrial schools acts or the new day feeding schools. The great expense of schools of the former class has made school boards everywhere shy of touching them, and the new experiment is scarcely begun. But it is my belief that the duty of universal elementary education, enforced by compulsory provisions, can never be completely brought home to the poorest classes till there has been a considerable development of these institutions.

I think that my figures point to this, that the best results, both in increased quantity and in regularity of attendance, are not necessarily connected with the strictest working of the compulsory law. Manchester, which seems at present to be strictest, and Liverpool, which is third on the list, are lowest in both respects. Birmingham, which is second in strictness, is highest in increased quantity, as well as in actual amount of education, and third in respect of regularity of attendance, which has risen there in a remarkable degree. London, which seems most lenient of the four great English cities, has increased education much more rapidly than Manchester or Liverpool, though it seems to have now reached very much the same level in respect of quantity. It has a more regular attendance than either of these cities or than Birmingham. Glasgow, which in respect of compulsory action by legal process is almost ludicrously lenient in comparison with the other cities, stands highest in respect of the regularity of attendance obtained, and second in respect of the increased quantity of education. Of course neither Glasgow nor any other board can reap where it has not sowed, and the paucity of legal processes is no sign that the Glasgow board did not spend an indefinite amount of labor in securing the results it has obtained. I am speaking only of the last resort to the pains and penalties of law, and I think I can scarcely be mistaken in saying that my figures almost disprove the theory that the tighter the screw is pressed down in the way of actual punishment the more effective must the pressure become.

I do not care to press the inferences that the facts I have collated seem to me to establish any further than these five conclusions:

1. That the need of the country for compulsory education was a crying need in 1870.

2. That the success of the experiment which has now been tried in Scotland, and in nearly half of England, justifies the modest advances that have been made by the government in the bill of the present year.

3. That compulsion has been carried out in one great city with great efficiency, and with a very trifling amount of legal process.

4. That no connection between stringent *legal* compulsory action and great educational results is indicated by the figures. It is almost needless to say that I do not suppose that a school board can safely leave the matter to take care of itself.

5. That there is no agency short of compulsion which can bring Ireland on a level, in popular education, with her sister countries.

INDUSTRIAL DAY SCHOOLS.

Mr. Charles L. Brace says decidedly that the public schools, juvenile asylums, protectories, and reformatories are not sufficient to meet the wants of society with respect to neglected, destitute, and exposed children, but need to be supplemented by the day industrial schools, in which only food and instruction (both scholastic and industrial) are provided, the children going home at night. "The public school system," he says, "breaks down in one direction, and does not reach the classes who need it most." The great majority of non-attendants at school in New York are not vagrants; for a like reason they are not fit and lawful subjects for asylums, protectories, or houses of refuge. The majority are busily or industrially employed. It is for this reason that the compulsory law has broken down so far as this class of children engaged at street trades is concerned. They are forced to be employed during a portion of the school hours, and they cannot meet the first demands of the public school system—punctuality and regularity of attendance. Then there is an immense number of cases where "the supplying of a daily meal or a few gifts of clothes or shoes will often make to a poor family sufficient difference to enable them to withdraw their children from the street. Moreover, this class of street children needs peculiar treatment as to habits of cleanliness, moral instruction, and industrial training. The free use of the bath, the learning of some simple industry, and the moral influence of devoted volunteers, who come down from the fortunate classes to aid them, often save them from criminal courses afterward. Whatever is done for this great class of exposed and destitute children must be done by private associations, though it is but fitting that they should have public assistance. He continues:

The effect of these schools in the diminution of juvenile crime in the city of New York is remarkable. The great majority of their attendants are destitute and exposed little girls. In former years, these children as they grew up became street vagrants. The commitments of females for "vagrancy," in the city, sixteen or twenty years ago, reached a fearful amount. The tables show a decrease in fifteen years of 5,700 commitments among girls and women. If we take the average annual expense of a prisoner as $150, (which, considering all expenses, is a fair estimate,) and suppose each of these girls imprisoned on an average four months for vagrancy, we shall have in the expenses of their maintenance, a saving to the city in a single year of $285,000; all this being only one result of the industrial schools. When we find in twelve years a reduction of commitments for thieving of 664 females, each of whom would cost the city at least $100, or eight months' imprisonment, besides considerable property destroyed and lost, we find another saving in one year of over $66,000; and when we hear of almost no young girls sentenced for petit larceny by our city courts, we can understand something of the economy as well as the moral effects of prevention.

If with the establishment of day industrial and feeding schools, the school authorities of our cities have the power granted them of compelling half time attendance at schools, and they themselves open "half time" schools for children working at street trades, we shall see an even greater progress made in checking childish vagrancy and crime.

THE BOSTON WHITTLING SCHOOL.

An exceedingly interesting experiment has been in progress in Boston under the care of the Industrial School Association, Rev. Geo. L. Chaney, president, and Miss S. C. Paine, secretary. The last report is so exceedingly suggestive that I give the descriptive text in full.

In the winter of 1876–'77, the Whittling School, which had been carried on for five seasons in the chapel of Hollis Street Church, Boston, Mass., united with the industrial school, conducted for two seasons in the Lincoln building, and formed the school described in the following report. The friends and supporters of both schools,

and others interested in the cause of industrial training, formed an association called the Industrial Education Society, and this association has developed and maintained the school.

Mr. Frank Rowell, of the firm of Allen & Rowell, photographers, had been the superintendent of the Whittling School from its beginning, and he generously consented to take charge of this school without other remuneration than the satisfaction he would take in its success. Messrs. J. H. Fifield and Charles B. Cox, practical wood carvers, were employed to prepare the lessons and give the instruction. Professor Whitaker, of the Institute of Technology, gave much valuable assistance in the formation of our plan, and to these gentlemen we are chiefly indebted for its success.

The city gave us the use of the ward room on Church street, and there, on the evenings of Tuesday and Friday of each week, from seven to nine o'clock, the school has been held.

This room had to be prepared for its new uses. Firm work benches were set up, giving each boy a space for his work four feet in length and two and a half feet in width. Each bench had a vise with common wooden jaws and an iron screw, a drawer with lock and key, in which the tools were kept, and a gas burner with movable arm. Each boy was provided with a large work apron of cotton drilling. All the benches, tools, and aprons were numbered, and each boy was made accountable for their care and keeping.

Printed rules of the school were pasted on each bench, and every precaution taken to secure good discipline.

BENCH REGULATIONS.

1. Be at bench at seven o'clock, according to your number.
2. Do not leave your bench without permission.
3. Give all your attention to your own work. Do not notice anything that others are doing unless requested to do so.
4. Make no unnecessary noise, such as whistling, &c.
5. Keep your bench neat, and do not deface it in any way.
6. After work place all your tools and other equipments in your drawer, according to your number, and return the key to teacher.
7. Every boy will be held accountable for the tools placed a this bench for his use, according to his number.

Thirty-two boys were admitted to the school. Their ages ranged from twelve to sixteen. About half of them were still attending the day schools; the others were employed in stores or offices. They came from the Sunday schools of the Hollis Street Church and the First Church, and from the Lincoln building. Perhaps twelve of them had had some instruction in the use of the jig-saw and knife, but none of them had had any previous training in wood carving or the use of the chisel. There were more applicants for admission to the school than we could receive. If any boy was absent two successive evenings his place was taken by another. A rank list was kept and pasted on the wall, and each boy knew how his work was estimated by consulting the list. A course of twenty-four lessons in wood carving was prepared with special reference to securing the greatest amount of instruction with the least expenditure for tools and material. It was not designed to make finished workmen in wood carving, but to take advantage of the natural inclination toward handicraft, the Yankee taste for whittling which belongs to most boys, and to develop it and guide it to useful applications.

The tools used in the following lessons were the flat chisel, the gouge, and the veining tool or small gouge. Smooth blocks of white wood, six inches long by two or three inches broad and one and a half inches thick, were the material worked upon.

1. The first lesson aimed to teach the boys to cut a concave chamfer around the block, keeping carefully within the lines drawn parallel with the edge of the block, and making the mitres perfect. They were also taught to keep the dip of the gouge even throughout.
2. The second block had eight corners instead of four, as in the first lesson, and the same manipulations were continued.
3. The third block had curved corners.
4. The fourth lesson introduced flat chamfers, with vein lines cutting across the block.
5. In lesson fifth the vein lines of block No. 4 were stopped before coming to the edge.
6. The sixth lesson introduced a pattern or ornamental figure for veining.
7. No. 7 taught the boys to make perfect corners with vein lines.
8. The shape of block was changed and a new pattern for veining given.
9. This lesson taught how to make round ends to flutings.
10. Finishing mitre ends of chamfer.
11. Fluting, with especial care in keeping dip of gouge even and making the mitres perfect.
12. Carving diamond points all around the block and fluting.

13. Making perfect projections around the block.
14. } Fluting and finishing the end of flute.
15. }
16. Same as No. 15, with change in shape of block.
17. Making scroll corners.
18. } Same as No. 17, with change in pattern.
19. }
20. } Same as No. 19, with new pattern.
21. }
22. Cut corner chamfer and flute.
23. Same as No. 22, with new pattern.
24. Make perfect mitres, with sharp points at mitres.

In one of these lessons cherry was substituted for whitewood, but it was too hard for the younger boys. It will be noticed that no specific article was made in the school. The variety of manipulations and change of patterns were enough to maintain the freshness of the scholars' interest without introducing the manufacture of any article of trade or commerce.

The object of the school was not to educate cabinet makers or artisans of any special name, but to give the boys an aquaintance with certain manipulations which would be equally useful in many different trades. Instruction, not construction, was the purpose of this school. After the blocks were finished they were placed in a rack on one side of the room, and each boy's progress could be seen by consulting those specimens of his work.

The blocks were prepared by the teachers before the school opened. If another term of instruction could have been given, the boys would have been taught to prepare the blocks themselves.

Those of them who have been trained in industrial drawing in our common schools would be perfectly competent to make their own patterns. As an illustration of this, one of the teachers said that he took some of the patterns from the drawing book of his own child, who was a scholar in one of our public schools.

Does not this incident show the natural sequence of such a course of hand culture as we have been describing upon the education in drawing now prevalent in our common schools? One such work school as we have described might furnish four hours' instruction every week for one hundred and ninety-two boys; or if evenings were added, for two hundred and eighty-eight boys. This is more than the number of pupils between the ages of thirteen and sixteen commonly found in any one grammar school. We cannot but believe that it would be easy to establish, in connection with all our grammar schools for boys, an annex for elementary instruction in the use of the half dozen universal tools; *i.e.*, the hammer, saw, plane, chisel, file, and square. Three or four hours a week for one year only of the grammar school course would be enough to give the boys that intimacy with tools and that encouragement to the inborn inclination to handicraft and that guidance in its use for want of which so many young men now drift into over crowded and uncongenial occupations or lapse into idleness or vice.

COMPULSORY EDUCATION IN FRANCE.

M. Victor Bournat, a member of the Paris bar, has been studying the question of educating children, where their education is neglected or opposed by the parents, and says some things worthy of special consideration. He remarks * that the primary school is said to be the college of the sons of the workingman and the poor, but he denies the absolute justice of the comparison. The college receives boarders; the primary school admits only day scholars. This, he claims, is a hiatus in popular instruction. The opinion is even held by him that the opportunity to board is perhaps more necessary to these who frequent the primary school than to those who go to college. The father, and often the mother, are away from the domestic hearth the whole day. The child sent to school is exposed to the seductive temptation of truancy and vagabondism. He is without defence against the allurements of comrades already corrupted.

From cases which have come under his observation M. Bournat draws the conclusion that there is a necessity for primary schools, in which, at a cost not much exceeding that expended on the child at home, the family may place him as a boarder. Society, he says, has provided infant nurseries and infant schools, in aid of parents whose occupations prevent them from watching over their children during the day. The same necessity requires that it should continue this assistance when they send their

* Adoption, éducation, et correction des enfants pauvres abandonnés, orphelins, ou vicieux, par M. Victor Bournat, pp. 241.

children to the primary school. At that time the danger becomes even greater, the remedy still more necessary. The vagrancy of the scholar prepares the criminal, or at least a man idle and useless, and therefore hurtful to society.

This plan has been tried in Paris with highly encouraging results. "The best proof that these primary boarding schools are necessary, is that those already in existence have never a vacant place. The price of board varies from two hundred and fifty to three hundred francs a year; it is paid by the parents or by those whom charity has prompted to connect themselves with this work of education."

In the organization of these establishments the benefit of young girls has been principally aimed at. In every quarter of Paris, and in all parts of France, religious communities receive such girls to board. They bring them up and teach them a trade, retaining them till their twenty-first year.

It would be difficult to retain boys till they are twenty-one, and this has not been attempted. The first establishment of the kind for boys was founded in 1827 by Monseigneur de Bervauger. At first he opened in the suburbs of Paris a house for the reception of a few boarders at 15 francs a month. In 1835 the number had increased to 100. In 1844 the establishment was transferred to Paris. Here it grew so rapidly that sixteen years later it numbered 1,500. A second house was established at Issy. More than 30,000 children have been shielded from desertion and misery, and a large proportion of them no doubt saved from vice and crime, through this institution. The work is kept up to-day in the two houses at an annual expense of not less than three hundred to four hundred thousand francs.

There are other houses in Paris which receive as boarders little boys, the children of laboring people, at a price corresponding to the resources of their parents.

M. Bournat urges, in the strongest terms, the importance and necessity of professional schools. They are, in his view, the last stage, the final process, in the education of the common people, and ought to share equally with the primary school the attention of the legislator. He insists that it belongs to the communes or towns to undertake this work; and they cannot, without a dereliction of duty, refuse to interest themselves in the professional education of children whose labor must be their sole source of support. It is required that each commune have a primary school, so that all children may have the opportunity of learning to read and write. Is it less necessary to teach to all some trade or business? If it is just to inscribe among the obligatory expenses of a commune those of primary instruction, it is, he maintains, no less just to place there the cost of professional instruction whenever it is necessary. He would, therefore, have industrial schools established in sufficient number to insure the professional education of all poor children. For the most part it is sufficient to assist parents, but sometimes it is necessary to replace them; at other times, we must overcome their indifference, or even their opposition. In any event, charity must watch over the child, and the law must furnish it the means of accomplishing its work in spite of the resistance of the family.

The Office has aimed to gather and communicate as far as possible facts illustrating the endeavors made in different parts of the civilized world by which it is sought to insure instruction to every child. The necessity of securing this condition of things among us is more and more recognized and felt. Laws against truancy against the employment of children so as to prevent their attending school, compulsory educational laws, are all so many struggles in the same direction. Indeed, the voluntary acts of citizens and the laws providing for orphans, neglected children, or juvenile offenders, are also coöperative to the same result. When the home shall furnish the child a normal condition of physical and moral life and the school shall come in in its proper place and manner and carry forward the work of instruction, all compulsion will be unnecessary.

But even if the home, by the vice, the idleness, or crime of the parent, does not dis-

charge its part in the great work, there is among us a certain sentiment against laws compelling the child to attend school, notwithstanding the public is so directly interested in his intelligent and virtuous training, and has been at the expense, by taxation and organization, to provide for it amply in the public school system. Foreign writers in observing these facts among us have sometimes remarked, "We apply compulsion to the parent; your laws appear to be aimed more at the child." At this point among us there have appeared efforts to prevent cruelty to children.

PREVENTION OF CRUELTY TO CHILDREN.

Numerous societies and institutions existed for receiving and caring for little children, but they assumed the care and control of their inmates only after these had been legally placed in their custody. The police and prosecuting officers of the people were necessarily engrossed in securing the conviction and punishment of offenders of a graver legal character, and although ready to aid in enforcing the laws referred to when duly called on so to do, could hardly be expected to seek out and prosecute those who claim the right to ill-treat children over whom they have apparently legal control. Hence those who cruelly ill-treated and shamefully neglected little children lived in comparative security, and the children, hardened by brutality and cruelty, grew up to be men and women scarcely less callous than their tyrants.

To meet the necessity the New York Society for the Prevention of Cruelty to Children was organized in December, 1874, in New York City, for the purpose of enforcing by lawful means and with energy the ample laws that had been passed by the legislature of the State for the protection of and prevention of cruelty to little children, and to secure in like manner the prompt conviction and punishment of every violator of any of those laws.

The work of this society has made gratifying progress, and, within the year 1876, 197 cases have been prosecuted, 223 children rescued and found homes or placed in institutions, and numerous other cases have been disposed of through the milder instrumentality of remonstrance or warning and occasional visits by the officers of the society.

The hiring out and use of children as gymnasts, acrobats, circus riders, &c., in the city of New York has been entirely suppressed, and throughout the country it has received a serious check.

The National Prison Congress at its fourth session, held at Steinway Hall, New York City, June 9, 1876, passed the following resolution:

Resolved unanimously, That the National Prison Congress, now in session in New York, greets well the Society for the Prevention of Cruelty to Children, gives them its warmest sympathy, and sends them a hearty God-speed in their beneficent and noble work.

Modelled on this, the recognized parent society, seven distinct societies have been formed, besides several others now in process of formation throughout the country. The following are the names of those now in operation:

The New York Society for the Prevention of Cruelty to Children, organized December 15, 1874; the Rochester Society for the Prevention of Cruelty to Children, organized October 6, 1875; the Newburgh Society for the Prevention of Cruelty to Children, organized November 4, 1875; the Buffalo Society for the Prevention of Cruelty to Children, organized April 28, 1876; Cleveland Humane Society,* Cleveland, Ohio; California Society for the Prevention of Cruelty to Children, San Francisco, Cal., organized August 30, 1876; the New Hampshire Society for the Prevention of Cruelty to Children, Portsmouth, N. H., organized November 13, 1876; the Pennsylvania Society to Protect Children from Cruelty, Philadelphia, Pa., organized November 27, 1876.

At the request of the New York Society for the Prevention of Cruelty to Children, Mr. Lewis L. Delafield has prepared a compilation of the laws of the State of New York and of the United States relating to children, with notes and references.

*This society, originally Cleveland Society for the Prevention of Cruelty to Animals, secured laws to prevent cruelty to children April 11, 1876, and reorganized, changing name as above.

The aim has been to furnish the officers of the society with all the statutes of the State of New York and of the General Government relating to the personal rights of children and the duties and obligations of all persons, whether natural or artificial, to whose custody they are committed, with a reference to the most important decisions and a brief statement of the law affecting them.

STATE LAWS RELATING TO CHILDREN.

A compilation of the laws relating to children of all the States would be of very great value to all individuals and societies to whom are committed the care, protection, and instruction of neglected and unfortunate youths, especially to educators and students of social science, and it is the purpose of the Bureau of Education to prepare and publish such a compilation within the coming year, or as soon as practicable.

The following extracts are made from an address delivered before the Prison Congress by Daniel Haines, ex-governor of New Jersey:

It is asked by what constitutional authority can the young be arrested, taken from their parents, and, without trial by jury, be committed to such an institution as a reformatory. In reply it may be said that it is by virtue of the superintending power of the government, which, as parens patriæ, seeks not only to protect but also promote the welfare of all its citizens. It is that power which, in rescuing the neglected and the tempted from the evil influences that surround them, affords protection to them, and at the same time relief to the community from the effects of the violence and crime that otherwise might be committed by them. It is the exercise of an administrative police, which has for its object the maintenance of public order and the tranquillity of all the citizens. * * * If there is authority to punish for offences actually committed, there must be sanction for such reasonable measures as will prevent crime and its consequences to the community, and to the individuals composing it; sanction for the exercise of such salutary measures as will rescue the exposed and the tempted from the perils which surround them. If it be lawful to extinguish an incipient fire which threatens the destruction of the town, it must be proper to restrain such conduct as menaces the peace and safety of its inhabitants.

On the same principle of the propriety of preventive agencies quarantine laws are enacted and enforced to promote the welfare of the city by protecting it from contagion, although it may retard the business or diminish the profits of the shipping merchant; the health of the public being paramount to the interest of the individual. Who questions the constitutionality of the law limiting the hours of labor of children in factories, thereby preserving their physical and their moral health? Who doubts the authority to enact laws to prevent cruelty to animals, bull baiting, dog fighting, and laws suppressing vice and immorality? These are but preventive measures to save the community from the debasing influences of such offences.

A like parental power is exercised in the provision made for the public schools, and especially in that for compulsory education, although the property of one man is taxed for the instruction of the children of another. It is on the principle that the whole community has a direct interest in the welfare of each individual; and that those who are to become the citizens of the State, its electors, and perhaps its rulers, may by proper instruction be qualified for their privileges and duties; and that those who are to be its matrons and mothers may become virtuous, intelligent, and useful. The policy and charity which prompt to the establishment of asylums for the blind, the deaf-mute, the feeble-minded, and the insane, incite also to the erection of refuges for those who are so morally blind as not to see the path of rectitude; for those too deaf to hear kind words of admonition, too feeble-minded rightly to comprehend their condition, and too insane properly to govern their actions. * * * To the reflecting mind, the economy of such institutions is obvious, even from the financial and lowest point of observation. It costs the State far less to support and educate the inmates of a reformatory than to maintain them in a prison; less oftentimes than the expenses of a trial and commitment to a penitentiary. If we add to such expenses of convicts the value of the property they destroy, or of which they deprive others, and the amount of injuries committed by violence and fraud against persons and property, we will find the aggregate loss to the community and its members far, very far, to exceed all the costs of the reformatories. What would have been the amount of money saved to the State of New York, and how many inmates of a refuge would that amount have sustained, had "Margaret, the mother of criminals," been reformed in early life?

At a recent meeting of the London school board, the special committee on incorrigible truants presented a report recommending the establishment of a truant school on a plan similar to that adopted in Hamburg, and elsewhere in Germany, where truant

children are sent on a first complaint for one week only to an institution called the "punishment school," and this is in most cases sufficient.* The class of boys for which the school is considered desirable is not that of the vicious or semi-criminal. For these the ordinary industrial schools provide. But many poor parents are exposed to special difficulty under the compulsory by-laws, through their inability to compel the attendance of wilful boys. The corrective treatment for such boys would seem to be some simple and effectual mode of convincing them that they cannot have their own way, and that if their parents cannot control them there is a power that will. For this purpose a long process of discipline is not necessary.

The following rules were proposed:

1. Periods of detention to commence with, perhaps six days, but never under any circumstances to exceed a month.

2. The corrective discipline to consist in the absolute prohibition of conversation among the boys one with another, and deprivation of play, drill being substituted by way of physical exercise.

A member of the board objected that if the proposed school was to be formed upon the basis of the school at Hamburg, there would be an infringement of the liberty of the subject.

Mr. Pictou, the chairman of the special committee on incorrigible truants, said that "the board labored under a great difficulty with this class of children, and they were bound to do their utmost to remove it, and it was no use going into the heroics when dealing with naughty children, when the object was simply to keep them from becoming bad men. * * * For the class of incorrigible truants no provision has been made. The time, he said, is at hand when a school of this kind should be established. * * * It had occurred to him, as well as to other members of the committee, that there is an element in the German truant schools which could with safety be applied in England, and that is the discipline of silence. He did not mean the silent system of some prisons. He did not mean that they should not speak a word but that they should speak as much as they ought to speak in school; that they should take part in the devotional services, and that they should speak to the teacher and the governor, but that they should not be allowed to speak to each other at all. * * * If this were intended to go on for six months or even for two months, it might be thought too severe; but he thought that a single week of this kind of discipline would be sufficient to induce most boys under twelve or thirteen years of age to attend the day school regularly afterwards. Of course, in all cases, the consent of the parent would be required."

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*I was informed that if the schools control committee were satisfied that in any particular case of truancy the parent had done all in his power to send the child to school, the penalty was made to fall on the child himself in the shape of consignment for a week or two (at the very longest two months) to the punishment school.

The children are of three classes. First, there are obstinate truants, beyond the control of their parents and sent by the schools control committee. Next, there are children under twelve years of age, who have been unable to keep their hands from picking and stealing, and are sent by the police. Thirdly, there are ungovernable children, sent by their own parents. The last are paid for by the parents; the others are kept at the expense of the town. There is no separation between the different classes; and on expressing my doubts about such a promiscuous mingling of merely obstinate with dishonest children, I was told that no evil could possibly arise, as the cause of the detention is never known except to the authorities and the parents, and in the school itself no conversation is ever allowed among the children under any circumstances. That, in fact, is the punishment. They are always, night and day, under the eye of a master or attendant, and perfect silence is rigorously enforced. Of course this could not last long without danger of idiocy. But then the sentences are usually only for a week or two and never longer than two months.

For the most part the young delinquent is mastered at once by the grim silence into which he is plunged. This silence is only broken by lessons and prayers. During his brief residence he never goes out even to church, no play of any kind is permitted, and the only exercise is drill.

Every care is taken that this punishment shall leave no stain behind it. The children are not jail birds. They have been sent to a stricter school; that is all. And there is no public record that can be used against them.—(Letter of J. Allanson Picton, member of the London school board, describing a punishment school at Hamburg, in the School Board Chronicle, September 25, 1875.)

After considerable discussion, Mr. Pictou's motion, that a letter be addressed to the secretary of state for the home department in accordance with the recommendation of the report, was agreed to.

REFORMATORIES IN ENGLAND.

In the report of the National Prison Association of the United States, for the years 1874 and 1875, Dr. Wines remarks:

The system of certified industrial and reformatory schools, with a vast number of other similar establishments not certified, now existing in every part of the British Isles, has made a real and perceptible impression upon crime, both as to its amount and character. But the diminution has nowhere else been so marked as in Gloucester County. Thirty years ago that county had seven prisons, with an average annual population of 850 inmates, whereas at the present moment it has but one, the other six having been pulled down, or otherwise disposed of, and the average number of prisoners in the single remaining jail has been, for several years, less than 200.

It is further said:

Official returns, printed in the blue books, show that, in 1843, when the population of the country was 16,300,000, the criminals sentenced to penal servitude or transportation, that is, criminals convicted of the higher crimes, amounted to 4,488, whereas in 1869, when transportation had ceased, and the population was 21,900,000, and the criminals sentenced to penal servitude ought, by the rules of proportion, to have amounted to 6,027, the number actually so sentenced was only 2,006; a most notable diminution of criminality, when the increase of population is taken into the account.

This work has been effected in large measure through the agency of reformatory institutions, industrial schools, training ships, refuges, homes, and such like establishments; but, upon a larger scale, through the multitudinous and diversified operations of the ragged school union of London.

Mr. T. Ll. Barwick Baker, visiting justice, Gloucestershire, England, says:

Prior to 1856, we had in all parts of England, but especially in the large towns, many boys confirmed in a long continued habit of stealing. The magistrates naturally disliked committing a child under 16 to a jail for more than three months, and there were then no reformatories to give a milder detention of greater length. The consequence was that boys came out from jail, after an imprisonment too short to make them forget their bad habits or to lessen their skill; they found their associates still in practice and able to assist them; and, returning to their old courses, they increased their skill and hardihood till they frequently were able to take lodgings and support themselves entirely by thieving. * * * The very sight or knowledge of a number of boys so living in luxury without work was a terrible incitement to any boy of weak and unstable mind to follow the same course. Boys' crime throughout England was rapidly and sadly increasing. In 1856, 13,981 boys and girls under 16 were committed to prison. But at this time reformatories came into general action, and it became the the custom to commit to them, for a long period of detention, all who were committed for two or more times. In a very short time all the habitual boy thieves—all the examples of success, all the instigators and instructors, the generals in the army of boys' crime—were removed from society, and were turning over the clods of some retired farm. The natural, the almost inevitable result, was that boys ceased to be tempted by the prospect of success. They had none to instruct them in their art, they had none to cheer them on and to show them that the prison failed to check any who had strength of mind not to be frightened at it; and in 1860 the numbers of children committed to prisons or reformatories had fallen from 13,981 to 8,029. Nor was this all. The 8,029 were mostly children on a first conviction, who had weakly yielded to some sudden temptation, but were not skilled or hardened in crime. This, it will be seen, was not the effect of the reformation of the individual. There were not 4,000 children committed to the reformatories in the four years, while the prevention amounted to nearly 6,000 per annum; and few of these had been discharged by 1860, so that we may fairly say that, if the reformation of those received had been an utter failure, the effect would have been nearly the same. It was not the reformation of the individual, but the taking away of the temptation, the removal of the leaven from the lump, the preventing infection by the absence of the infectious element, which caused the diminution.

* * * * * * *

In Middlesex, the county in which London is situated, in 1856, 4,113 children were committed, but in 1862 the number had dropped to 1,511.

I should here explain, that when we began our work in 1856, it was the common impression that most of the boys were instructed and trained by men. Had this been so, of course no such reduction in crime could have taken place. But as we went on

and became acquainted with the habits and feeling of those under our charge, we found that the boys, nearly without exception, were corrupted and trained by other boys under 16.—(Report of National Prison Association, pp. 458–460.)

Speaking of the effect of industrial and reformatory schools in diminishing crime, Dr. Wines remarks:

The effect of these institutions has been greatly to diminish juvenile delinquency in Edinburgh, as shown by a return made last year by the governor of the city prison, from which it appears that the number of juveniles under 16 years of age committed to the prison in 1847 was 512, and in 1875 the number was reduced to 131. The proportion of juveniles under 16 committed in 1847 to the aggregate number committed that year was about 5½ per cent.; while for the last year the proportion was only a little more than one-half of one per cent.

A reduction to a greater or less extent has been effected in other localities, but nowhere so great as in Aberdeen. There, the average yearly number of thefts reported to the city police during the five years ending 1860 was 1,142, while, during the five years ending 1874, the average yearly number was 286; and at the circuit court of justiciary held there in September last, *not a single case was set down for trial*, the like not having occurred for more than a hundred years. The magistrate said that he imputed this gratifying state of matters mainly to the industrial and reformatory schools.

Dr. Wines remarks, in reference to Miss Mary Carpenter's day industrial feeding school at Bristol:

The children remain ten hours a day at the establishment, spending three hours in school, about the same time at meals and recreation, and four hours (perhaps a little more) in industrial occupations—tailoring, shoemaking, working up old railway ties into kindlings, &c. The habit of steady work and the modicum of skill in the use of tools thus acquired enable them after a few years, sometimes even a few months, spent in the school readily to obtain employment.

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Miss Carpenter is now seeking special legislation at the hands of Parliament. What she desires is to have power given to school boards to compel attendance [at industrial schools] and pecuniary subventions from the parents to meet the cost. Until such power and aid are granted, she thinks it impossible to reach the bulk of this class of children. The voluntary reformatories and refuges, she says, never touched the really criminal children, and, multiply these day industrial feeding schools as you will, they will never clear the streets of Bristol, and, of course, of no other great city, until power is given to the school boards to enforce attendance at them. Sheriff Watson never rid the city and county of Aberdeen of juvenile vagrants until he used the arm of law, first to bring the children in and afterward to check vagabondism. Then his day industrial school was soon filled, and new schools were speedily established, with results that have been the admiration of the world. This gentleman has recently, at the Edinburgh congress of superintendents and managers of industrial and reformatory schools, borne public testimony, after thirty-four years, to the perfect success of the system.

EDUCATION IN FOREIGN COUNTRIES.

I.—Europe, Asia, and Africa.

Algeria, French colony in Africa: Area, 258,306 square miles; population, 4,851,199.

The number of primary schools is 591, of which 489 are public and 102 private. The number of pupils in public and private schools is 41,447; viz, 21,884 boys and 19,563 girls. There are besides 151 asylums, with 15,002 children; viz, 6,527 boys and 8,475 girls.—(Manuel Général, Paris, January, 1877.)

Austria-Hungary.—*a.* Austria, constitutional monarchy: Area, 108,234 square miles; population, 20,394,980. Capital, Vienna; population, 1,020,770. Minister of public instruction, C. von Stremayr.

According to the school census in 1875, the total number of popular schools was 15,166; viz, 14,257 public and 909 private. This shows an increase of 397 schools since 1871, and of 2,382 since 1850. The number of teachers was 31,196 in 1875; average salary 717 florins, (1 florin = about 50 cents.) The number of pupils in public schools was 2,050,808, against 1,753,787 in 1871; in private schools there were 83,875 pupils, against 65,923 in 1871. The total number of pupils in public and private schools in 1875, was 2,134,683, or 17.2 per cent. more than in 1871.

A large number of children of school age who did not attend the popular schools received instruction elsewhere; viz, 17,705 were instructed by private tutors at home,

76,688 frequented advanced private schools, 17,887 secondary and technical schools, and 102,232 were on the rolls of the so-called review schools, (Wiederholungschulen.)

The city of Vienna continues to improve her system of popular education. Several new schools have been built in 1876, and several other schools have been greatly improved. The increase in the number of pupils was 3,374 in 1874–'75. In the latter year the number of pupils was 60,258, 53,571 of whom attended public and 6,687 private schools. The amount expended by the city of Vienna for education in 1876 was 2,109,790 florins; viz, 1,725,600 florins for popular education, 325,600 florins for middle class schools, 48,830 florins for the training of teachers, and 9,750 florins for Kindergärten.—(Seyffarth's Chronik des Volksschulwesens, 1877.)

b. HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, 15,509,455. Capital, Buda-Pesth; population, 270,476. Minister of worship and public instruction, G. de Tanárky.

Hungary has 11,743 communes and 15,387 schools, 13,831 of which are supported by religious bodies and 1,556 by the state. The total number of children of school age is 2,139,207. Of this number 1,195,687 attend the elementary schools, 20,027 the private schools, and 12,735 the Gymnasia and Realschulen. The school attendance has considerably increased since 1869. In that year only 47 per cent. of all the children of school age were at school, while, in 1874–'75, we find nearly 70 per cent. of the school population in attendance. The total number of teachers is 19,610, and their average salary 319 florins, (about one hundred and sixty dollars.)

Hungary has 15,390 school buildings with 20,098 rooms, 16,018 school gardens, and 1,881 school libraries. The number of teachers' seminaries is 58; viz, 48 for males and 10 for females. The number of students is 2,651; viz, 1,905 males and 746 females. There are 200 Kindergärten in Hungary, and 5 seminaries for the training of Kindergarten teachers. For secondary education there are 146 Gymnasia, with 1,768 professors and 27,144 students, and 35 Realschulen, with 431 professors and 8,086 students.

The university of Buda-Pesth has 149 professors and 2,361 students; the polytechnic school of Buda-Pesth 40 professors and 685 students. There are besides 41 schools of theology, with 134 professors and 766 students, and 13 law schools, with 111 professors and 1,417 students.—(Report of the minister of public instruction for 1874–'75, Buda-Pesth, 1876.)

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, 5,336,634. Capital, Brussels; population, 376,965. Minister of the interior, under whose jurisdiction the supervision of public instruction is placed, C. Delcour; chief of the educational section, M. Le Bon.

Little or no progress has been made in education during the last years. The province of West Flanders may serve as an example of the present condition of education in the whole kingdom. The population of West Flanders is 700,000. The number of public schools is about fifty, the number of pupils only 5,854; viz, 2,256 boys and 3,598 girls. Of 873 recruits in 1874, only 315, or 36 per cent., could read and write.—(Seyffarth's Chronik des Volksschulwesens, 1876.)

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,903,000. Capital, Copenhagen; population, 233,000. Minister of worship and public instruction, J. C. H. Fischer.

The public schools of Denmark enjoy a high degree of efficiency and perfection. There is an exceedingly small percentage of the population unable to read and write.

The following is a brief summary of the school laws now in force:

1. Education is compulsory. The children are required to attend school from their seventh to their fifteenth year. Whoever does not comply with this requirement is fined.

2. The public schools are divided into two classes, viz, primary or elementary, and secondary or intermediate. In the schools of Copenhagen no class is allowed to have more than from 30 to 40 pupils.

The number of schools in country districts is dependent upon the following conditions:

1. No pupil is to be obliged to go to school at a greater distance than one English mile.

2. Tuition in public schools is free.

The salaries of teachers in the schools of Copenhagen range from 1,200 crowns ($320 gold) to 2,200 crowns, (about $600 gold.) In the country they range from 800 crowns ($215 gold) to 1,400 crowns, ($375 gold;) but the latter are, in part at least, paid in "natural allowances," such as dwelling, fuel, and a piece of ground.

The expenses for primary schools are paid by communities, or districts in which they are located. Secondary schools receive a subsidy from the State.

Besides the public schools, there is a large number of private schools, which are attended by children of the wealthier classes.

There are four seminaries for the education of teachers in Denmark, together with about fifteen so-called learned schools or academies, with from ten to twenty professors each. There is also a veterinary college and agricultural high school, with about twenty-five professors.

Denmark has a military academy and several navigation schools. The University of Copenhagen, established in 1478, has four faculties, with 71 professors and 6 tutors. The university library contains 260,000 volumes and 4,000 manuscripts.

EGYPT, a dependency of the Turkish empire in Africa: Area, 212,607 square miles; population, 5,252,000. Capital, Cairo; population, 349,883. Minister of public instruction, Sabit Pacha.

There are at present 140,977 pupils under instruction. Of these, 111,803 are in primary Arab schools; 15,335 in those attached to mosques; 1,385 are educated by government; 8,961 by missions and religious communities, and 2,960 in the municipal schools. There are only two female schools returned, those started by the Khedive; but in the Coptic and mission schools a few little girls may be found. It will easily be seen that the primary Arab schools educate more than two-thirds of the children, and that they consequently are of the first interest to any one anxious for the improvement of the national culture. Unfortunately they seem to exist only in order to impart a parrot-like acquaintance with the text of the Koran. For this purpose only have they been endowed by pious people.

One primary school in Cairo is well worth a visit. It has a class room about ten feet square. It is below the level of the road, and lofty for its size. A grated window, high up, gives a dim light; but a flood of sunshine comes in at the open door, and strikes full on the bright crimson robe of the fakeeh as he sits on his cushion in the corner. At one end stands the only piece of furniture in the room. It looks like a large harmonium, done up in brown holland; but turns out to be a box containing the bones of a saint. In front of this curious piece of school furniture squat about twenty-four little black and brown boys. One or two are disguised as girls, to protect them from the evil eye. All have dirty faces, and several are suffering from ophthalmia. They sit in two rows, facing each other, and simultaneously rock their bodies violently backward and forward as they recite the alphabet, or that verse of the Koran which forms their day's task. The children shout at the top of their little cracked voices in a nasal tone far from musical. If they cease their rocking and shrieking, even for a moment, the master brings down his long palm cane upon their shaven skulls, and they recommence with renewed energy and an even more violent see-saw. The sentence repeated does not convey the slightest meaning to their minds, nor is any attempt made to explain it. Two or three older children are sitting beside the fakeeh, getting lessons in the formation of the Arabic characters. Their copy book is a piece of bright tin, and they use a reed pen, called a kalam. The ink bottle is a box containing a sponge saturated with some brown fluid. A long row of tiny slippers, of every form and color, lies neatly arranged at the door; for the place where the bones of a saint are enshrined is holy ground, and no one may soil the clean matting of the floor with outside defilement. No register is kept of the pupils, or of their days of attendance. Indeed, although the fakeeh can repeat the whole of the Koran

off book, it is highly probable he would find some difficulty in counting up to the number of his pupils. His acquirements begin and end with the textual knowledge of the sacred book, and, unfortunately, the wishes of his pupils' parents with regard to the education of their children are bounded by the same narrow limits. The schoolmasters are miserably paid; but they exercise considerable influence, and no marriage or family fête is complete without their presence. In better class Arab schools a little arithmetic is sometimes taught, but not always. Boys who wish to pursue that branch of their education generally learn from the public gabâni, a man whose business it is to weigh merchandise. A child whose father keeps a store is taught by assisting in it. Geography is also neglected, which is fortunate, as nothing can be more ludicrous. The teaching is, of course, entirely based upon the Koran, which upholds Mr. Hampden's views with regard to the shape of the earth. The children learn that it takes 500 years of travelling to get round the mighty plain, while perhaps a few yards from the school door hangs one of Mr. Cook's placards offering to do the whole business in 90 days. It must be a little hard to explain all about the seven earths and the seven heavens and the seven climates and the seven seas of light. The one important fact which the children retain is that Mecca is the centre of the earth. At present each boy comes to the master with his lesson, says it, and returns to his seat. He is succeeded by another, and so on during the whole day. This would be impossible if more than reading and writing were taught. Of the mosque schools the ancient El Azhar is still the most important. It provides instruction, such as it is, for more than 11,000 pupils. A considerable number are housed and fed within its hospitable walls. The pupils are of all ages, and come from the most remote provinces as well as the larger towns. They may stay as long as they like and go there when they please. If they are rich they make presents to the professors, who are paid entirely by voluntary donations; if they are very poor, they receive help from their alma mater in the shape of food. The baksheesh of 500 sheep sent one day by the Viceroy on the occasion of a family rejoicing, was therefore not unacceptable. The school is, in fact, a great free national university for the teaching of the Koran. There are few rules; there is no compulsory course of study; there is no roll call or classification of students. Curiously enough, coffee and tobacco are here forbidden within the walls.

Some of the Coptic schools are well worthy of a visit. The principal one in Cairo is exceedingly well attended. The boys look as if their intelligence was cultivated, and many of them read and speak either French or English with ease and a good accent. They seem to have a great interest in each other, and to feel a genuine pride in seeing their companions show off their small accomplishments to strangers. The Copts take same pains to teach their girls, and have two fairly well managed schools at Cairo. The children are taught reading, writing, arithmetic, singing, and needlework.—(The Educational Times, London, June 1, 1877.)

FINLAND, grand duchy, dependency of Russia: Area, 144,222 square miles; population, 1,882,622. Capital, Helsingfors; population, 32,113.

According to the official report for 1870-'75, Finland has 324 popular schools, with 387 teachers and 14,895 pupils; 58 secondary schools, with 430 teachers and 4,952 students; one university, with 60 professors and 642 students; 63 special schools, with 208 teachers and 3,177 pupils. There is, besides, a large number of private schools with about 300 teachers and 2,500 pupils.

FRANCE, republic: Area, 201,900 square miles; population, 36,102,921. Capital, Paris; population, 1,851,792. Minister of public instruction, M. Brunet, since May 17, 1877; from March 9, 1876, to May 16, 1877, M. Waddington.

The number of schools under lay teachers is 41,959; viz, 19,044 for boys, 6,399 for girls, and 16,510 for both sexes. The total number of pupils of these schools is 2,340,344; 704,028 children do not pay school fees.

The number of convent schools is 11,391; viz, 1,970 for boys, 8,322 for girls, and 1,099 for both sexes. The total number of pupils of convent schools is 1,137,198; the number of children admitted free is 662,332.

The total number of schools is thus 55,350, and the total number of pupils 3,477,542. France has at present 81 departmental normal schools, the course of study in which is 3 years. Pedagogy and history of pedagogy are not taught. The students have to pay 450 francs a year for board and instruction. Of the 60,000 communities in France about twenty thousand have not their own school-houses.

The department of the Seine has now 2,005 schools, with 5,147 teachers and 238,660 pupils. About thirteen thousand children do not attend school, on account of the want of school-houses. About fifty new schools have been established within 3 years.

The following is a synopsis of an education bill which was recently laid before the legislative assembly:

Every commune is authorized to establish absolute gratuity in her public schools. Communes that cannot raise the necessary amount to defray the expenses for popular instruction shall receive a subsidy from the state. The instruction in all the public schools must be gratuitous. This law shall take effect January 1, 1878.—(Seyffarth's Chronik des Volksschulwesens, 1876, and Manuel général de l'instruction publique, Paris, 1877.)

GERMANY.—Constitutional monarchy, (empire:) Area, 212,091; population, 42,752,554. Capital, Berlin; population, 968,634.

The empire of Germany has no national system of education, but each of the twenty-six states composing it has its own ministry or bureau of public instruction, and manages its own educational affairs. Education is compulsory throughout the empire. The school population of Germany (6–14) is 7,075,281; viz, 3,544,833 boys and 3,530,448 girls. The detailed statistics of primary and secondary education in some of the German states will be found under special headings. The following table gives a list of all the German universities, with the numbers of professors and pupils, in 1876:

Universities.	Professors and assistants.	Students.				Total.
		Theology.	Jurisprudence.	Philosophy.	Medicine.	
Berlin	197	162	802	911	263	2,143
Bonn	117	127	186	271	123	707
Breslau	107	115	422	419	160	1,116
Erlangen	54	134	35	99	161	429
Freiburg	59	52	48	54	120	274
Giessen	54	13	103	115	84	315
Göttingen	115	78	352	433	123	986
Greifswald	57	33	71	122	218	444
Halle	96	187	130	441	112	870
Heidelberg	104	9	197	195	87	488
Jena	73	64	92	209	75	440
Kiel	61	50	17	71	64	202
Königsberg	83	44	196	223	148	611
Leipzig	156	337	1,171	989	428	2,925
Marburg	65	46	67	166	122	401
München	116	84	276	496	347	1,203
Münster	29	208	.....	223	.....	431
Rostock	39	25	37	55	36	153
Strassburg	90	50	197	239	191	677
Tübingen	84	353	168	145	157	823
Würzburg	67	129	106	201	548	984
Total	1,800	2,300	4,678	6,077	3,567	16,622

The number of students in the table given includes only those regularly matriculated at each university. There were, besides, 2,377 non-matriculated students, (Hörer, zum Besuch der Vorlesungen berechtigt,) the vast majority of them, namely, 1,962, at the University of Berlin. Thus there were altogether 18,999 students in the universities of Germany in 1876. Fourteen of the twenty-one universities of the empire are Protestant, four are Roman Catholic, and three are mixed; but it may be said that the faculties of theology only have a religious character. In a Protestant university nothing but Protestant theology is taught, in a Catholic university nothing but Catholic doctrine, and in a mixed university both Protestant and Catholic theology are treated.

In most of the German universities there is a regular course of pedagogy for those who desire to prepare themselves for practical school work. In Berlin the number of hours in a week devoted to this branch of study is six, in Bonn four, in Halle five, in Leipzig eight, in Würzburg four, and in most of the other universities three.

Hitherto, the German universities admitted no one to the lectures who was not in possession of a certificate of capacity issued by the commission appointed each year to examine the graduates of the secondary schools; but the university of Berlin has recently published the following decision of the academic senate:

Young men who have not passed the examination as to capacity, (Maturitätsexamen,) and who desire to attend the lectures of this university with a view only to acquiring a general culture in a certain branch, without aspiring to appointments in the higher service of state and church, may be matriculated according to section 34 of the statute of June 4, 1834.

PRUSSIA, constitutional monarchy: Area, 137,066 square miles; population, 25,693,688. Capital, Berlin; population, 968,634. Minister of public instruction, Dr. Falk.

The following summary has been abstracted from the "Jahrbuch für die amtliche Statistik des preussischen Staats, Berlin 1876:"

Primary education.—The number of primary schools (Elementarschulen) is 34,988; viz, 33,120 public and 1,868 private. The number of classes in all the public and private schools is 57,228 and the number of teachers 57,936. The number of pupils is 4,007,776; viz, 3,900,655 in public and 107,121 in private schools.

Teachers' seminaries.—The number of regularly organized seminaries is 103, with 269 classes, 677 teachers, and 6,544 students; but there are besides 37 preparatory seminaries, with 55 teachers and about 1,000 students. A large number of higher schools for females, (höhere Töchterschulen) have established courses of pedagogy for those of their students who intend to become teachers. In 1874–'75, 36 higher schools for females had 909 students of pedagogy.

Secondary education.—For secondary education there are in Prussia 90 higher burgher schools, with 802 professors and 15,971 students; 96 Realschulen, with 1,711 professors and 38,135 students; 261 Gymnasia, with 4,009 professors and 78,506 students; 215 higher female schools, with 2,206 teachers and 43,247 pupils.

Schools for the deaf-mutes.—In 1875, there were 37 schools for the deaf-mutes, with 235 teachers and 2,351 pupils.

Schools for the blind.—The 13 schools for the blind in Prussia had, in 1875, 88 teachers and 560 pupils.

Agricultural schools.—Number of schools, 81; number of teachers, 392; number of pupils 2,040.

Schools of forestry.—There are 6 schools of forestry in Prussia, with 27 professors and 237 students.

Special schools.—There are about one hundred and eighty special schools, as military, naval, technical, and commercial schools, with about one thousand professors and fifteen thousand students.

The following are the results of the examination of recruits in Prussia for the year 1875–'76: The total number of young men examined was 85,507, 2,749 or 3.2 per cent.

of whom had received no school education. The largest number of illiterate recruits came from the Polish provinces of the kingdom.

In the city of Berlin, the one session system has been tried since 1876, and the result gives general satisfaction. Attendance is more regular, punishments are rarer, and the pupils' work is much better than formerly. The pupils are now able to assist their parents in the afternoon. Teachers and pupils enjoy better health, for there is now more time for cleaning and ventilating the school rooms daily and thoroughly.

BAVARIA, constitutional monarchy: Area, 29,292 square miles; population, 5,024,832. Capital, Munich; population, 193,024. Minister of worship and public instruction, Dr. von Lutz.

The examination of recruits for 1875 showed that 2 per cent. of the young men had received no satisfactory school education. Illiterates were not found at all.

The 35 preparatory teachers' seminaries have at present 1,650 pupils, and the 13 regular seminaries have 944 students.

The city of Munich had, in 1874–'75, 16 public schools, with 279 classes and 15,253 pupils. The number of teachers was 413; viz, 237 males and 176 females.—(Seyffarth's Chronik des Volksschulwesens, 1877.)

SAXONY, constitutional monarchy: Area, 6,777 square miles; population, 2,760,342. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

Saxony has 2,143 public elementary schools, with 8,357 classes, 5,060 teachers, and 429,679 pupils; viz, 212,732 boys and 216,947 girls. There are, besides, 124 private schools, with 711 teachers and 8,267 pupils; viz, 4,178 boys and 4,089 girls. The 182 Sunday and evening schools have 12,594 pupils and 626 teachers. There are 91 Kindergärten, with about two thousand pupils. The teachers' seminaries number 14; viz, 13 Protestant and 1 Catholic. The number of teachers is 133, and the number of students 1,595; 62 are females.

For secondary instruction there are 13 Gymnasia, with 280 professors and 3,368 students; 12 Realschulen of the first rank, with 202 professors and 4,129 students; and 13 Realschulen of the second rank, with 122 professors and 1,958 students. The 11 technical schools have 97 teachers and 1,013 pupils. The higher institutions of learning have 251 professors and 3,754 students.—(Allgemeine Schulzeitung, December 9, 1876.)

WÜRTEMBERG, constitutional monarchy: Area, 7,675 sq uare miles; population, 1,881,505. Capital, Stuttgart; population, 107,273. Minister of public instruction, Dr. von Gessler.

The school population of Würtemberg (6–14) is 295,923. All these children, with the exception of the sick, attend the primary or secondary schools. The schools are in excellent condition, and the teachers are all thoroughly trained for their work. During the last years a large number of agricultural evening schools for adults have been established throughout the kingdom. The number of persons attending them is estimated at 25,000. For secondary education Würtemberg has 185 schools, (Gymnasien and Realschulen,) with 16,964 students.

The conservatory of music at Stuttgart has a worldwide reputation. It has about six hundred pupils and forty teachers.—(Chronik des Volksschulwesens, 1877.)

BADEN, grand duchy: Area, 5,851 square miles; population, 1,506,531. Capital, Carlsruhe; population, 42,768. Chief of the education department, G. Nokk.

The schools are in a good condition, but it is to be feared that they will suffer very much on account of the scarcity of teachers. Nearly three hundred places are now vacant, and there is no hope of getting a sufficient number of competent teachers to fill these vacancies. During the last year the number of candidates who had graduated from normal schools was only 59, while the number of teachers pensioned and discharged and deceased was 124.—(Chronik des Volksschulwesens, 1876.)

HESSE, grand duchy: Area, 2,866 square miles; population, 882,349. Capital, Darmstadt; population, 43,937. Minister of the interior, Baron von Starck.

The school population (6-14) is 141,968. All children of school age attend school, and the schools are generally considered very good. The teachers' salaries have been considerably increased. The minimum salary is now 1,000 marks (1 mark = 25 cents) and the maximum 1,600 marks, besides a dwelling house or compensation for house rent.—(Allgemeine Schulzeitung, 1876.)

ALSACE-LORRAINE, imperial land (Reichsland): Area, 5,580 square miles; population, 1,529,403.

The school population is 259,620; viz, 130,400 boys and 129,220 girls. Since the introduction of the compulsory school laws attendance is very regular. In the city of Mühlhausen the average attendance has increased 2,000 within three years. During the year 1875 sixteen higher female schools, two schools of agriculture, and several technical schools have been established.—(Chronik des Volksschulwesens, 1876.)

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,114 square miles; population, 33,089,237.—*a*. ENGLAND AND WALES: Population in 1876, 24,244,010. Capital, London; population, 3,489,428.

The following table, compiled from the official report for the year 1875-'76, shows the progress of education between the years 1870 and 1875:

	1870.	1875.
I. Estimated population	22,090,163	23,944,459
II. Number of schools inspected	8,919	14,140
III. Annual grant schools:		
a. Number of departments:		
1. Day schools	12,061	19,245
2. Night schools	2,504	1,392
b. Accommodation:		
1. Day schools	1,878,584	3,146,424
2. Night schools, (not connected with day schools)	.....	13,055
c. Present at examination:		
1. Day scholars	1,434,766	2,221,745
2. Night scholars	77,918	37,665
d. Average attendance:		
1. Day schools	1,152,389	1,837,180
2. Night schools	73,375	48,382
IV. Number of teachers:		
1. Certified teachers	12,467	20,940
2. Assistant teachers	1,262	2,713
3. Pupil teachers	14,304	29,637
4. Students in training colleges	2,097	2,975
V. Simple inspection schools:		
1. Accommodation	53,982	82,688
2. Present at examination	39,122	51,976
3. Average attendance	16,599	25,996

b. SCOTLAND: Population in 1876, 3,527,811. Capital, Edinburgh; population, 215,146.

In December, 1875, there were 2,329 public schools under school boards in Scotland, with 307,955 pupils on the rolls and an average attendance of 233,130, taught by 3,418 principal teachers and assistants, and 3,024 pupil teachers. There were 165 evening schools, having 12,343 pupils on the roll and an average attendance of 9,803. In these schools there were 203 principal teachers, 103 assistant teachers, and 65 pupil teachers.

The school boards report that during the last school year, in carrying out the compulsory clauses of the education act, 7,499 parents have been summoned to appear before their respective boards and that notice has been sent to 421 employers; that 279

parents and 1 employer have been prosecuted; that 197 of the former were convicted, of whom 135 were fined and 20 imprisoned. The number of children who during one year have been brought into school by the operation of the compulsory clauses is estimated at 28,054. Of these children, 15,516 belong to towns and 12,538 to rural parishes.

c. IRELAND: Population in 1876, 5,317,416. Capital, Dublin; population, 314,666.

According to the official report for the year 1875, the number of pupils of national schools was 347,814, taught by 9,929 teachers and assistants and 288 teachers of needlework. The convent schools had 37,056 pupils and 1,681 teachers.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,457,864. Capital, Athens; population, 44,510. Minister of public instruction, Mr. Milissi.

In 1832, Greece had only 75 elementary schools, 18 Progymnasia, and 3 Gymnasia, with a total number of 11,000 pupils; in 1872 she had 1,177 elementary schools, 5 schools of commerce, 4 schools of theology, 4 schools of navigation, 1 polytechnic school, 1 teacher's seminary, 1 school of agriculture, 17 Gymnasia, 1 higher female school, and 1 university. The number of common school teachers is 2,273 and the number of pupils 77,580; viz, 61,885 boys and 11,695 girls. The number of newspapers in Greece is 127, 4 of which are in the French language.—(Chronik des Volksschulwesens, 1876.)

ITALY, constitutional monarchy: Area, 114,296; population, 26,801,154. Capital, Rome; population, 219,608. Minister of public instruction, M. Coppino.

Italy has 115 normal schools, with 815 teachers and 6,130 students; 18,243 public schools for boys, with 17,900 teachers and 801,358 pupils; 3,228 mixed schools, with 3,266 teachers and 174,723 pupils; 3,892 private schools for boys, with 4,035 teachers and 72,141 pupils; 3,982 private schools for girls, with 4,168 teachers and 88,890 pupils; 1,292 mixed private schools, with 1,378 teachers and 31,077 pupils; 1,099 infant schools, with 2,627 teachers and 130,806 pupils; 9,809 evening schools, with 11,548 teachers and 375,947 pupils; 4,743 Sunday schools, with 5,020 teachers and 154,585 pupils.

According to a report of General Torre, in 1872, 54,675 of 96,363 recruits were illiterate. Italy has compulsory school laws; but as the clergy still have control of many schools, it is very difficult to enforce attendance. Some communities have established unsectarian schools. In Rome these schools are attended by 14,838 pupils. In the city of Naples more than one-half of the persons who applied for marriage licenses in 1874 were wholly illiterate.—(Educatore Italiano, December, 1876.)

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 33,579,909. Capital, Tokio; population, 674,447. Acting minister of education, Fujimaro Tanaka.

There were in Japan, in 1876, 246 middle school districts; elementary school districts, 46,115; school population, 4,923,272, viz, 2,563,700 male and 2,359,572 female; number of attendants, 1,590,115, viz, 1,183,731 males and 406,384 females; number of non-attendants, 3,333,157, viz, 1,379,969 males and 1,953,188 females; pupils under six and over fourteen years, 146,452, viz, 130,037 males and 16,415 females; elementary schools, 20,017, viz, 17,696 public and 2,321 private; middle schools, 32, viz, 11 public and 21 private; normal schools, 53; foreign language schools, 91; government colleges for special branches, 2; whole number of colleges and schools, 20,195; pupils of public and private elementary schools, 1,714,768, viz, 1,297,240 males and 417,528 females; pupils of public and private middle schools, 3,153, viz, 3,125 males and 28 females; pupils of normal schools, 5,072, viz, 4,998 males and 74 females; pupils of foreign language schools, 6,638, viz, 6,230 males and 408 females; pupils of government colleges for special sciences, 548; whole number of pupils, 1,730,179, viz, 1,312,141 males and 418,038 females; percentage of population under instruction, 5.15; total number of native and foreign teachers, 37,736, viz, 37,057 males and 679 females.—(Second annual report of the minister of education, published in 1876.)

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population, 3,809,527. Capital, The Hague; population, 100,254.

The number of primary schools is 3,790, and the number of pupils 500,059. The total number of teachers is 11,465; viz, 8,991 males and 2,474 females.

There is a large number of evening schools, with 23,791 pupils; and 241 repeating and Sunday schools, with 573 teachers and 10,975 pupils.

For secondary instruction there are 36 schools, with 348 teachers and 4,504 pupils.

There is besides a royal polytechnic school, with 25 professors and 236 students.—(Verslag van den staat der scholen, 1874–'75.)

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 3,995,153. Capital, Lisbon; population, 224,063. Minister of the interior, A. Rodriguez Sampaio.

Portugal has 2,240 primary schools with 113,097 pupils. For secondary instruction there are 18 lyceums with 2,385 pupils, and 123 other institutions with about 5,000 pupils.

Higher institutions of learning are the University of Coimbra, with 52 professors and 913 students; the polytechnic school of Lisbon, with 174 students; the military academy, with 272 students; the polytechnic school of Oporto, with 109 students. The total annual expenditure for education is $1,200,000.—(Chronik des Volksschulwesens, 1877.)

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 86,586,000. Capital, St. Petersburg; population, 667,963. Minister of public instruction, Dr. Tolstoï.

Superior instruction.— On the 1st of January, 1874, there were 8 universities in Russia, which were situated at St. Petersburg, Moscow, Kharkoff, Kazan, Kieff, Odessa, Dorpat, and Warsaw. The number of professors was 569, and the number of students 6,145; viz, 2,249 in the faculty of law, 1,922 in the faculty of medicine, 883 in mathematics, 501 in philology, 86 in theology, and 48 in the department of Oriental languages.

The Imperial Institute of History and Philology admits about one hundred students, most of whom aspire to situations under the jurisdiction of the ministry of public instruction. The government defrays all the expenses of this establishment. Talented young men are also sent to foreign countries for the study of languages. The library of the institute has 9,000 volumes.

The two lyceums, at Yarosloff and Niejene, had 216 students in 1873. Yarosloff has a library of 5,300 works.

On the 1st of January, 1874, the veterinary school of Kharkoff had 144, and that of Dorpat 30 students; 28 students passed the prescribed examination and were allowed to practise.

The number of students at the Agricultural and Sylvicultural Institute at Nova-Alexandria in 1874 was 52; viz, 39 in the agricultural and 13 in the sylvicultural department.

Secondary instruction.—There were, in 1874, 123 Gymnasia and 44 Progymnasia. The total number of students was 4,200.

Previous to the year 1874 there were only 30 professional schools in Russia, but the ministry of public instruction has since established 43 new schools in different cities. In 1873 the professional schools were attended by 4,275 pupils.

The three theological schools were attended by 1,418 students, of whom 570 belonged to the orthodox church.

Primary instruction.— Number of elementary schools in 1876, 24,431; number of pupils, 1,006,719; viz, 806,965 boys and 199,754 girls.

The expenditures for primary education in 1873 were 4,762,678 roubles, (7 roubles=1 pound sterling.)

There is at present only one school for 3,294 inhabitants, and the following table shows that school attendance is anything but satisfactory:

Province.	School population. (7–14.)	Proportion of attendance in 1873.	
		Boys.	Girls.
Dorpat	100, 892	1 of 15.	1 of 24.
Warsaw	163, 142	1 of 28.	1 of 61.
St. Petersburg	62, 405	1 of 43.	1 of 198
Odessa	55, 173	1 of 50.	1 of 233.
Vilna	69, 328	1 of 47.	1 of 510.
Kharkoff	115, 858	1 of 47.	1 of 511.
Kazan	164, 614	1 of 58.	1 of 333.
Kieff	64, 556	1 of 77.	1 of 658.
Moscow	63, 597	1 of 105.	1 of 498.

The minister of public instruction adds the following remarks to these statistics:

The above table proves that our population does not appreciate the value of instruction, and if this is true of our population in general, it is especially true of the female population in many of our provinces.

Speaking of the school teachers and their training, the minister says:

We have unfortunately too small a number of teachers, and those few are far from being competent to do their work. The small salaries have doubtless caused this deplorable condition.

According to a report of the inspectors of four large provinces, 500 schools had no teachers at all, and 3,000 schools were in charge of ignorant persons. It is therefore absolutely necessary to establish more teachers' seminaries. The small number of 45 seminaries with 2,725 pupils cannot furnish a sufficient number of competent teachers for our large country.

Miscellaneous.—In 1874 there were 216 ladies' high schools, with 27,577 pupils. The total expenditures in 1873 amounted to 1,231,277 roubles, (7 roubles = 1 pound sterling.)

Number of private schools in the whole empire, 1,728; number of pupils, 59,685; viz: 29,604 boys and 30,081 girls. There are 343 private schools in St. Petersburg, and 129 in Moscow.—(Rapport du ministre de l'instruction publique pour l'exercice 1873, St. Pétersbourg, 1876.)

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. Minister of the interior, M. Miloikovitch.

Servia, which has 1,200,000 inhabitants, possesses a university with 17 professors and 196 students; a theological seminary, with 11 professors and 279 students; 17 Gymnasia, with 59 professors and 1,186 pupils; 11 industrial schools, with 49 professors and 546 pupils; 1 teachers' seminary, with 11 professors and 59 students; 1 female high school, with 26 teachers and 238 pupils; 507 common schools, with 627 teachers and 22,756 pupils, and 13 free schools. Each common school has an average number of 44 pupils, and each teacher 34 pupils.

Among the recruits of the Servian army there were only 15 per cent. who could read and write. As 22 per cent. of the former had received a school education it is evident that 7 per cent. of the young men forgot all they had learned in school.

As agriculture is the almost exclusive occupation of the Servian people, and large cities are very scarce, the country deserves great credit for having established nearly 600 schools in a period of 40 years. A teachers' seminary was established in 1871 at Kragniewatz, the centre of the country. The candidates are obliged to serve the

country for six years as teachers; this does not, however, relieve them from military service.

The teachers' seminary has a physical cabinet, a chemical laboratory, and a library of about 2,000 volumes.—(Freie pädagogische Blätter, Wien, 1876.)

SPAIN, constitutional monarchy: Area, 182,758 square miles; population, 16,835,506. Capital, Madrid; population, 332,024. Minister of the interior, F. Romero y Robledo.

Middle class education is given in 58 public colleges by 757 professors to 13,881 pupils. The expenditures for public education by the government amounted to £250,000 in 1876.—(Stateman's Yearbook, 1877.)

SWEDEN, constitutional monarchy: Area, 171,749 square miles; population, 4,341,559. Capital, Stockholm; population, 150,446.

Of 28,893 recruits, who were examined in 1874, 49 per cent. could read fluently, 48 per cent. read middling well, and 3 per cent. could not read at all. In writing 24 per cent. were good, 62 per cent. defective, and 14 per cent. could not write.—(Chronik des Volksschulwesens, 1876.)

SWITZERLAND, confederate republic: Area, 15,233 square miles; population, 2,669,147. Capital, Berne; population, 36,001.

Switzerland has at present 5,095 schools, with 411,800 pupils and 7,480 teachers. The number of school libraries is 1,216, and the number of volumes 327,297. The 26 normal schools have 182 teachers and 1,505 students.

The following statistics refer to education in the Canton Berne:

Primary schools.—Number in December, 1875, 1,734. Number of pupils, 92,232; viz, 46,314 boys and 45,918 girls. The number of teachers was 1,719; viz, 1,114 males and 605 females. The 78 private schools were attended by 4,610 pupils. There are two institutions for deaf-mutes which are supported by the state.

Middle class schools.—The 52 Progymnasia and Realschulen had together 228 teachers and were attended by 3,406 pupils.

Teachers' seminaries.—The 4 seminaries received a government grant of 119,900 francs.

Gymnasia.—The number of Gymnasia was 3 and the number of pupils 832.

University of Berne.—Number of students during the winter semester, 1875–'76, 345.

Veterinary school at Berne.—This institution had, in 1875, 10 professors and assistants. The number of lectures given was 20 each week. The number of students is not mentioned.—(Schweizerische Lehrerzeitung, 1876, No. 38.)

TURKEY, absolute monarchy: Area, (Turkey in Europe,) 138,264 square miles; population, 8,315,000.

Public instruction is in a most lamentable condition. We not seldom see in Turkey deserted school-houses, almost fallen to ruins. Old inscriptions above their doors still tell us that they were once used for educational purposes.

The instruction given in these schools was doubtless very defective and one-sided; but it was at least better than nothing. At present, public instruction has entirely ceased in the Turkish provinces.—(Wiener Freie pädagogische Blätter, December 2, 1875.)

II.—North America and South America.

ARGENTINE REPUBLIC, confederate republic: Area, 515,700 square miles; estimated population, 2,130,000. Capital, Buenos Ayres; population, 177,787. Minister of public instruction, Dr. D. Onesimo Leguizamon.

The following statistics have been kindly transmitted to this office by the Argentine minister at Washington, Dr. Manuel R. Garcia.

The school population (6-14) is 504,800. The number of primary schools for both

sexes is 1,900, and the number of pupils, 120,000. For secondary instruction there are 14 colleges, with 4,558 pupils, and for superior education there is a university with 334 students. For the training of teachers there are 7 normal and preparatory schools, with 1,439 pupils.

BRAZIL, constitutional monarchy: Area, 3,275,326 square miles; population, 10,108,291. Capital, Rio de Janeiro; population, 274,972.

Public education is divided into three distinct forms or classes, namely: primary, secondary or preparatory, and scientific or superior. The primary instruction in the capital is under the charge of the general assembly, and in the provinces under the provincial assemblies. According to the constitution, primary education is gratuitous, and it will become compulsory as soon as the government considers it opportune. Notwithstanding the efforts of the legislature in recent years for the spread of education, it is still in a very backward state, and the public schools were frequented in 1874 by only 140,000 pupils.—(Statesman's Yearbook, 1877.)

CANADA, (Dominion of Canada,) British possession: Area, 3,540,000 square miles; population, 3,833,132.

The following is an abstract of the work "L'instruction publique au Canada, par M. Chauveau, ancien ministre de l'instruction publique, Québec, 1876."

General remarks.—Public instruction, in most provinces, is under the control of a council of education and of one or more superintendents.

In the province of Quebec there is a superintendent and two secretaries, one Catholic and one Protestant. The council of education has a Catholic and a Protestant section. The bishops are ex officio members of the council.

In the province of Manitoba there are two superintendents of public instruction, a Catholic and a Protestant, and the council of education has a Catholic and a Protestant section.

Newfoundland has no council of education; she has only three superintendents, one for the Catholics, one for the Episcopalians, and one for the Methodists. Schools of other religious denominations are provisionally under the control of the two Protestant superintendents.

In the provinces of Ontario, New Brunswick, Nova Scotia, and British Columbia, the religious element is not recognized in the organization of councils of public instruction.

The province of Ontario has substituted for the council of public instruction a committee of the executive council, and for the superintendent, a minister of public instruction with a deputy minister.

In New Brunswick the council of public instruction is composed of the lieutenant governor, of members of the executive committee, and of the superintendent of education.

In Nova Scotia the members of the executive committee form the council of public instruction, and the superintendent acts as secretary of the council.

Prince Edward Island has a bureau of education, composed of eleven members who are appointed by government.

Instruction is entirely gratuitous in the province of Ontario.

In the provinces of Ontario, Manitoba, and British Columbia school attendance is compulsory, and the laws are strictly enforced.

In the province of Quebec no compulsory laws are in existence, but the parents have to pay school fees for all their children of school age, (7–14,) no matter whether they send them to school or not. This is in a certain degree equivalent to a compulsory system and has proved a success.

The children of the poor are in all the provinces admitted free to the public schools, and the governments of the provinces grant subsidies to such districts and towns as are too poor to establish and maintain schools.

All the provinces, excepting Newfoundland, Manitoba, and British Columbia, have several normal schools. In the province of Ontario there are two normal schools,

They are non-sectarian and open for both sexes. In the province of Quebec all the normal schools are sectarian.

The number of female teachers is larger by far than that of male teachers in all the provinces, excepting Newfoundland.

The number of young men who embrace teaching as a profession is very small. Such as are talented and ambitious find more lucrative occupations.

In some provinces the teachers' salaries have been raised. Ontario and British Columbia are far in advance of other provinces in this respect.

In the province of Quebec the salaries are comparatively small, because a large number of religious persons who have made teaching their profession, prepare and offer teachers for small salaries, and this is not the only reason why preference is given to them. Nevertheless it is a great negligence on the part of school authorities that lay teachers are not better paid, and, what is still worse, that the small amount to which they are entitled is not regularly paid.

Teachers' conferences are held in almost all the provinces.

The number of educational journals published in the different provinces is five; viz, two in the province of Quebec, one in the province of Ontario, one in Nova Scotia, and one in New Brunswick.

Religious instruction.—The two provinces in which the system of public instruction is absolutely non-sectarian are New Brunswick and British Columbia. In Nova Scotia and Prince Edward Island the minority (Catholics) have by common consent the privilege of combining religious with secular instruction. In Nova Scotia no steps have yet been taken to abolish this system; but it seems as if the school system of Prince Edward Island is rapidly approaching the system of New Brunswick. In the province of Ontario the religious minorities, Catholics or Protestants, can obtain separate schools under very easy conditions.

In the province of Quebec, the Protestant minority have obtained many privileges which are by far superior to those which the Catholics enjoy in the province of Ontario.

In the province of Manitoba the division is still more complete. There are two sections in the council of public instruction, two superintendents, and separate schools, which are either Catholic or Protestant.

In the province of Newfoundland the Catholics are not only completely separated from the Protestants, but the different Protestant denominations have each their superintendents, their commissioners, and their subsidies, proportioned according to their population. Five religious denominations have thus far been recognized by law; viz, the Catholics, the Episcopalians, the Methodists, the Presbyterians, and the Congregationalists.

General statistics.—According to modern views, the reports on public instruction ought to embrace the following division: Superior education, secondary education, special education, and primary education, with the subdivisions of elementary and advanced elementary instruction. Since no uniform system of classification exists in the different provinces, this résumé has not been made with strict reference to the above division.

There are still other grave difficulties to surmount, and this ought to induce the school authorities of the different provinces to agree upon some plan for the publication of uniform statistics, which would facilitate the compilation of statistics for the whole Dominion.

Superior education has been slowly established and gradually developed in the provinces where it exists at present. The University of Toronto and the McGill University were chartered in 1827, and the Laval University, although only chartered in 1852, can be traced back to the year 1663. The University of New Brunswick was first chartered in 1800, and that of Nova Scotia in 1788. Classical colleges, which are mostly connected with universities, exist in every province.

In the following tables of all the institutions of learning, there is given the exact

number of schools, including independent establishments, which are not mentioned in the official reports of the different provinces, with the exception of Ontario and Quebec. The statement, as given below, is based upon the latest reliable information which could be obtained. Even in the provinces of Ontario and Quebec several special schools have been omitted in the official reports:

Provinces and territories.	Universities and colleges.	Pupils.	Special schools.	Pupils.	Lyceums, grammar schools, academies.	Pupils.	Normal schools.	Pupils.	Primary schools.	Pupils.	Total number of institutions.	Total number of pupils.
Ontario	16	2,700	21	1,415	201	10,685	2	285	4,947	470,327	5,187	485,352
Quebec	44	8,261	24	1,362	189	22,896	3	275	4,115	196,762	4,375	229,556
New Brunswick	3	186	4	224	28	2,827	1	109	1,168	60,513	1,204	63,859
Nova Scotia	6	197	5	279	18	3,285	1	112	1,729	91,998	1,759	95,873
Prince Edward Island	2	120	....	.....	25	1,344	1	84	390	14,410	418	15,958
Newfoundland	1	60	....	.....	18	600	....	...	395	16,838	414	17,498
Labrador	.....	.....	....	.....	.....	.....	....	....	5	162	5	162
Manitoba	3	130	....	.....	1	30	....	...	43	2,246	47	2,406
Kiwetin	.....	.....	....	.....	.....	.....	....	....	4	80	4	80
Northwestern Territory	.....	.....	....	.....	.....	.....	....	....	22	434	22	434
British Columbia	1	80	....	.....	8	250	....	....	65	2,000	74	2,330
Total	76	11,734	54	3,280	488	41,917	8	805	12,883	855,790	13,509	913,508

Special charitable institutions.

Provinces.	Schools for the deaf and dumb.	Pupils.	Schools for the blind.	Pupils.	Reform or industrial schools.	Pupils.
Ontario	1	210	1	150	1	173
Quebec	3	271	1	40	5	540
Nova Scotia	1	64	1	20	1	75
New Brunswick	1	40	.....	.....	.....	.....
Total	6	585	3	210	7	788

Special professional schools.

Provinces.	Polytechnic schools.	Pupils.	Schools of art and trade for adults.	Pupils.	Schools of agriculture.	Pupils.	Veterinary schools.	Pupils.	Navigation schools.	Pupils.
Ontario	1	30	15	772	1	50	1	30	.....	.....
Quebec	2	61	8	590	3	30	1	20	1	10
New Brunswick	.....	.....	1	100	....	.....	.....	.....	2	84
Nova Scotia	.....	.....	1	60	.....	.....	.....	.....	1	62
Total	3	91	25	1,522	4	80	2	50	4	156

The following table contains a comparison of the different provinces of the Dominion.

In compiling the table the European method has been followed in comparing the total population with the total number of registered pupils. More exact information relative to the state of affairs could be obtained by comparing the school population with the average attendance of all pupils below the age of 16; but in many provinces this number is not given except in the schools of the government.

Comparative table by provinces of school statistics in the Dominion of Canada.

Provinces.	Area in square miles.	Population according to the census of 1860–'61.	Population according to the census of 1870–'71.	Probable population in 1875, (excepting the three last provinces.)	Total number of institutions of learning in 1874 and 1875.	Total number of pupils.	Number of inhabitants to one institution in 1875.	Number of inhabitants to one pupil in 1875.
Ontario	107,780	1,396,090	1,620,851	1,733,236	5,187	485,352	334	3.55
Quebec	193,355	1,111,560	1,191,516	1,231,829	4,375	229,556	281	5.36
New Brunswick	27,322	252,040	285,594	302,371	1,204	63,859	251	4.72
Nova Scotia	21,731	330,859	387,800	415,270	1,759	95,873	283	4.33
Prince Edward Island	2,100	80,850	94,021	100,606	418	15,958	240	6.30
Newfoundland	42,000	10,063	146,536	155,526	414	17,498	410	8.88
Manitoba	14,090	.....	12,728	17,500	47	2,406	372	7.30
British Columbia	356,000	.....	33,586	38,500	74	2,330	520	16.52
Northwestern Territory	2,775,712	.....	60,500	66,000	31	676	2,129	101.38
Total	3,540,000	.....	3,833,132	4,060,838	13,509	913,508	.....	.....

Newfoundland.—The first efforts to establish public instruction were made under the government of Vice-Admiral Gambier, appointed in 1802. The city of St. Johns had at that time 3,420 inhabitants, two-thirds of whom were Catholics. The governor consulted the leading ministers of the Protestant and Catholic Churches in reference to the establishment of free schools for poor children of both religious persuasions. Every citizen furnished voluntarily his contribution, and the funds thus obtained were divided between the two religious denominations in proportion to their population. Schools were established and opened every Sunday morning and afternoon, and once or twice on week days. This system was very beneficial and successful.

Until the year 1843 contributions for school purposes were entirely voluntary. In 1843 an annual grant of $20,000 was appropriated by the government, to be equally divided between Catholics and Protestants. The school fees were fixed at $1 per pupil per annum. The poor were exempted from this payment. In 1844 a law was passed ordering the establishment of the Academy of St. Johns. Since that time several other legislative and administrative measures have been adopted. The author of the History of Newfoundland, in 1863, states that in spite of an annual expenditure of $65,000, the progress of education is still very insignificant, and he adds that the greatest obstacle is found in the apathy of the parents.

The present school inspectors, Mr. Haddon, Protestant, and Mr. Kelley, Catholic, agree in demanding a change in the present system. Mr. Haddon insists upon the establishment of a normal school. He also expresses himself strongly in favor of sectarian schools. The government grant for Protestant schools, in 1873, amounted to $33,105, and the school fees to $2,250. The average salary of teachers was $170.

The following table shows the progress the Protestant schools have made during the last years:

Established by—	1859.		1863.		1869.		1873.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bureau of government elementary schools	92	4,340	119	5,409	139	6,341	153	7,436
Bureau of government commercial schools	6	172	3	201	6	214	7	365
Colonial school society of the church	25	2,468	21	2,027	20	2,100	20	2,421
Methodist school society	11	793	10	473	12	695	12	760
Anglican Church	1	64	4	105	3	176	2	103
Presbyterian Church	1	75	1	45	1	70	1	64
Total	136	7,912	156	8,260	181	9,596	195	11,149

The report of the Catholic school inspector mentions 108 schools, with 4,647 pupils, under the control of the Catholic bureau. The bishop of St. Johns has founded a college, under the direction of priests; and the Sisters in the dioceses of St. Johns and Havre de Grâce conduct 18 schools, with about 1,600 pupils.

The schools of Labrador are under the control of the district judge, who reports to the Government. In his latest report, this official mentions 5 schools, with the same number of teachers (2 male and 3 female) and 162 pupils. The average salary of teachers is $340.

According to the foregoing details, the total number of schools in Newfoundland is 314, and the total number of pupils 16,058. The latter number is large, if we take into consideration that the population of Newfoundland is generally poor and scattered over an immense area.

A new school law for the province of Newfoundland was passed in 1874 and confirmed in 1876. According to this law the sum of $58,437 is annually devoted to public instruction, being equally divided among the recognized denominations in proportion to their population. The law further allows, under the above conditions, $4,000 for poor school districts, $1,000 for the purchase of books, $4,051 for the training of teachers, $3,999 for the inspection of schools, and $5,886 for commercial schools. In regard to religious instruction, the laws forbid teachers to compel attendance whenever parents object to it.

The report of Mr. Kelly, inspector for Catholic schools, makes the following statement for the year 1875: Number of schools that furnished reports, 109; number of pupils on the roll, 5,529; average attendance, 3,021; highest amount of teachers' salary, $360; average salary, $80 to $100.

Manitoba.—According to the first report on the missions of Manitoba, published in 1839, there were only two elementary schools in that vast territory. These schools were connected with the Catholic missions established by two priests in 1818.

In 1844, Bishop Provencher visited Canada and France, where he procured the services of several new missionaries and teachers for Manitoba. Their number has since then increased considerably.

According to a report of the Protestant superintendent of schools, Mr. Pinkham, the number of schools in 1872 was 17 and the number of pupils 977; viz, 530 boys and 447

girls. The Catholic superintendent, Mr. Dubuc, mentions in his report 18 schools, with 824 pupils.

There has been for several years a college and a clerical seminary at St. Boniface, the seat of the archbishop.

The first school law for Manitoba, sanctioned in 1871, has been amended four times. The law of 1875 abolished the old system of appointing an equal number of members of the two leading denominations, Catholics and Protestants, for the council of education. The council consists now of 22 members, 12 Catholics and 10 Protestants. The law of 1875 also prescribes the division of government grants in proportion to the total number of Protestant and Catholic children between the ages of 5 and 16 years. The law of 1876 makes school attendance compulsory in all the cities for children between 7 and 12 years of age.

According to the latest report of Mr. Tassé, Catholic superintendent of schools, the number of schools during the first semester of the year 1874–'75 was 21, and the number of pupils 998; viz, 534 boys and 464 girls. The average attendance was 594. Ten of these schools are conducted by religious persons and eleven by lay teachers.

The report of Mr. Pinkham, the Protestant superintendent, gives the number of Protestant schools during the same period as 22, and the number of pupils as 1,248; viz, 695 boys and 533 girls. The average attendance was 635. There is also a Protestant college, under the direction of the bishop of Rupert's Land. The Protestant superintendent recommends the abolition of the sectarian school system; but the legislature is not inclined to adopt this suggestion.

The superintendents receive a salary of $600 and travelling expenses.

CENTRAL AMERICAN STATES: Total area, 155,574 square miles.

Guatemala.—In Guatemala, by a late decree primary education is made gratuitous and compulsory. The number of pupils in 1874 was 20,528. The total amount expended by the government for public instruction was $64,779.

Guatemala has a polytechnic school, a university, two normal schools, a school of medicine and law, and several other institutions of learning in the capital. The polytechnic school and the two normal schools are conducted by foreigners.

San Salvador.—San Salvador has about twenty-eight thousand pupils, two normal schools, and a university. In the year 1873, $50,068 were expended for public instruction.

Honduras.—In Honduras there are said to be 275 schools with 9,000 pupils. Honduras has a university and a college.

It is generally reputed that Honduras is more backward in point of education than any of the other states. The government of President Leiva has taken the most active steps to remedy this evil.

Nicaragua.—In Nicaragua there are 180 schools and 4,500 pupils. Primary education is gratuitous.

There are three colleges and one university in the state. The government expends $50,000 a year for education.

Costa Rica.—According to the last official report of the minister of public instruction, there were 95 public primary schools and 5,755 pupils.

There is one university and several colleges.

The government appropriation for public instruction for 1874 was $72,138. Primary education is gratuitous and compulsory.

Although there are many universities in Central America, it seems to be generally admitted that the standard of education is not very high.

Education in Central America has passed from the hands of the priests into those of the laity.

The study of the English language has become more general in the colleges and universities as well as in private schools.—(Foreign Relations of the United States, 1876.)

CHILI, republic: Area, 132,606 square miles; population, 2,068,447. Capital, Santiago; population, 148,264.

The following statistics have been kindly transmitted to this Office by Hon. F. G. J. Errazuriz, of the Chilian legation:

The total number of schools in 1875 was 1,359; viz, 818 public and 541 private. The total number of pupils was 89,505; viz, 65,875 in public and 23,630 in private schools.

JAMAICA, British colony: Area, 6,400 square miles; population, 506,154. Capital, Kingston; population, 35,000. Inspector of schools, John A. Savage.

The following is an abstract of the report of April 12, 1877:

Number of elementary schools, 569; number of pupils on the rolls, 46,654; average attendance, 27,270. Number of government schools, 2; number of pupils on the rolls, 176; average attendance, 118. Number of endowed schools, 15; number of pupils on the rolls, 1,621; average attendance, 1,160. Number of normal schools, 5; number of pupils, 104. Total number of schools, 591; total number of pupils on the rolls, 48,555; total average attendance, 28,652. Total expenditure for education in Jamaica, £45,616.

III.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sydney; population, 134,755.

The following is an abstract of the report of the council of education for 1875:

The total number of schools in 1875 was 1,030; viz, 461 public, 262 provisional, 116 half time, and 191 denominational schools. There is thus an increase of 40 in the number of schools since 1874. The aggregate number of pupils enrolled has also increased by 4,072. In 1874 the total number of pupils was 100,384; in 1875 it was 104,456; viz, 58,811 in public, 8,786 in provisional, 2,350 in half time, and 34,509 in denominational schools. The proportion of average attendance to the average enrolment was 64.5. The school fees amounted to £56,246. The number of free pupils was increased from 6,426 in 1874 to 6,600 in 1875.

At the close of 1875 there were 1,504 teachers in the service of the council; viz, 975 principal teachers, 220 assistants, and 309 pupil teachers. The average salary paid was £104; total expenditure for primary schools in 1875, £183,059.

NEW ZEALAND, British colony: Area, 102,000 square miles; population, 279,560. Capital, Auckland; population, 12,775.

The number of school districts is 108, and the number of schools 140. The number of pupils on the rolls is 8,284, and the number of teachers 178. Total expenditure for education, £20,531.—(Report for 1875.)

QUEENSLAND, British colony: Area, 678,600 square miles; population, 133,533. Capital, Brisbane.

The following is an abstract of the official report for the year 1875:

Number of schools in operation, 231; number of new schools opened, 35; number of teachers and pupil teachers, 674; aggregate attendance of pupils, 33,643; average attendance, 16,887; parliamentary grant for education in 1875, £87,200.

TASMANIA, British colony: Area, 26,215 square miles; population, 104,217. Capital, Hobart Town; population, 19,092.

The following is an abstract of the report of the board of education for 1875:

During the year 1875 there were 154 schools in operation. The total number of children on the rolls was 12,271, and the average daily attendance 5,703.

As compared with the year 1874, the number of schools has increased by 7; but the average daily attendance has decreased 164. This reduction is owing, in a great measure, to the increased demand for juvenile labor during the fruit and hop picking seasons. Scarlet fever and measles, which raged throughout the colony during the year, also materially reduced the average attendance.

The number of teachers in 1875 was 161, and the average salary £136. The total expenditure for education in 1875 was £14,598.

VICTORIA, British colony: Area, 88,198 square miles; population, 808,437. Capital, Melbourne; population, 54,993.

The following is an abstract of the report of the minister of public instruction for the year 1875–'76:

The total number of children between the ages of 3 and 16 is 280,983. The total number of children enrolled in school was 220,533, and the average attendance 101,495. The number of schools was 1,320, and the number of teachers 3,341.

EDUCATION AT THE INTERNATIONAL CENTENNIAL EXHIBITION.

The exhibition continued to impose special labors upon this Bureau during the year 1876. All the plans announced in the report for 1875 were steadily pursued as far as time and means would permit.

The Office sought as far as possible to promote the efficiency of the educational portions of the exhibit in several ways.

One object was to stimulate educators at home and abroad to participate in it. This was done by correspondence, by publications, and by visiting agents. One agent visited a large number of the colleges and universities of the country, with a view to securing their coöperation in the exhibition and in the preparation of brief histories for publication. Another visited most of the colleges of agriculture and the mechanic arts in the Mississippi Valley and eastward, with a view to bringing out as far as possible what the national grant to these institutions had accomplished. Another personally visited those in charge of institutions providing for the care of orphans, neglected children, and juvenile offenders, in order that the charitable side of American education might have due record and representation.

The Office sought also to increase the efficiency of the exhibition by bringing to the knowledge of the director general the best ideas upon the organization of this part of the exhibition, the desires of the educators of the country, and their plans and schemes of preparation and exhibition. The difficulties encountered were very great. Congress, instead of increasing the means of the Office in proportion to the increase of its work, had reduced its miscellaneous appropriation for the year by several thousand dollars.

Few persons in this country had any adequate idea of how an educational exhibition should be made, and fewer far had any conception of what the institutions and systems of the United States were prepared to exhibit illustrative of the growth of education. The director general and his associates on the commission, who had manifested deep interest in the educational exhibit, had little conception of the amount of space required

Receiving inquiries and suggestions from all quarters, I was particularly aided by the gentlemen associated with me on the committee of the department of superintendence of the National Educational Association appointed at the meeting in Washington, January 27, 1875, viz: Hon. J. P. Wickersham, State superintendent of common schools of Pennsylvania; Hon. J. D. Philbrick, superintendent of city schools of Boston, Mass.; Hon. Alonzo Abernethy, State superintendent of public instruction of Iowa; and Hon. W. H. Ruffner, State superintendent of public instruction of Virginia.

Formal inquiry having been made by the director general of the Centennial Exhibition concerning the amount of space required for the educational exhibit, I endeavored to obtain the opinions of leading educators on the subject, and, with this end in view, addressed a communication substantially as follows to the Hon. Alonzo Abernethy, of the committee previously referred to, then in attendance upon the National Educational Association, which met at St. Paul, Minn., August 3, 1875:*

*In accordance with a resolution adopted at this meeting Hon. A. J. Rickoff, superintendent of city schools, Cleveland, Ohio; Hon. J. L. Pickard, superintendent of city schools, Chicago, Ill.; and Hon. J. H. Smart, State superintendent of public instruction of Indiana, were appointed a committee to prepare rules and regulations by which teachers and pupils should be governed in the preparation of such products as may be executed by them. These rules and regulations were printed in a separate circular by this Bureau and circulated among the educators of the country.

Colonel Goshorn, the director general of the International Centennial Exhibition, just now sends me an important question which I can only answer as the information is afforded by the respective States and Territories. If some estimate of the space required could be furnished from the States represented in the association it would be a great aid.

In response to this the convention adopted a resolution offered by Hon. J. H. Smart, of Indiana, to the effect that wall space of not less than 2,000 feet in length, with accompanying counter and floor space, would be needed for the proper display of educational products. In a letter of September 13, 1875, I communicated to the director general this action of the convention, and also the estimate of Hon. J. D. Philbrick, based upon the educational space at the Vienna Exhibition, that not less than 26,000 square feet of floor space would be needed, and that if 40,000 or 50,000 feet could be allowed it might be profitably occupied. Having stated these facts, I remarked: "My impression is that there will be required more than 26,000 square feet of floor space and adjoining wall space."

The director general was quite unprepared to believe that the space estimated would be required. Indeed he found the demands for space in all directions much greater than the earlier previsions of the commission. New buildings were erected in various directions to accommodate the surprising demands. As the preparation of the educational material went on, and State and city school executives and those in charge of educational institutions wishing to exhibit began to make application for the space required, the discouraging conclusion was forced upon them that it could not be afforded.

Some fourteen of these officers met me in Philadelphia, at the request of Hon. Mr. Etter, superintendent of public instruction of Illinois, to confer on the subject. The director general and his associates of the executive committee of the commission, listened at considerable length to the several statements which were made; a number of the executive committee specially visited the grounds for personal examination of the facts, but adhered to the views of the director general that no further accommodations could be furnished for the exhibition of education.

Educators were doubly disappointed; first, in not having space enough, and secondly, in having the exhibition of education scattered in fragments, thus greatly injuring its effect and diminishing the lessons it might be expected to teach. Some time before this the book trade had severed itself from the organized exhibition of education and had secured space on the floor of the Main Building. The Stevens Institute of Technology fortunately secured similar space. Massachusetts was given room in the gallery over the south entrance of the main building, and some other States over the west entrance. The State of Pennsylvania, under the leadership of its able superintendent, Hon. J. P. Wickersham, finding their exhibit otherwise unprovided for, erected a separate building known as the Pennsylvania Educational Department. This Bureau availed itself of a portion of the space assigned to the Interior Department in the Government Building. Professor Ward's educational illustrations of natural history were exhibited in the Agricultural Hall. Cornell University and the Worcester Free Institute had a portion of their exhibition in Machinery Hall. Under the auspices of the Women's Centennial Executive Committee an admirable building was erected. Children were furnished from the Foster Home and means obtained by Miss Elizabeth Peabody and others to conduct, under the instruction of Miss Ruth R. Burritt, an excellent Kindergarten during a portion of the exhibition.

Miss Coe, a successful teacher in New York City, erected a building for her "American Kindergarten," and in it illustrated her scheme and her ingenious methods.

Foreign countries represented their education in the space assigned them for their respective exhibits.

When this lack of space and breaking up of the unity of the educational exhibit became known throughout the country, many educators were discouraged, and some ceased their efforts altogether. No one can fully describe the meritorious labors of many of the State school executives in their endeavors to secure a just representation

of their systems of schools. In some instances where States had made appropriation for a State exhibit no money was provided for the educational department, and the State school officers were compelled to raise by voluntary means, such as lectures and exhibitions, the money necessary to meet expenses. Some States that made little show of material, and some that barely entered the exhibition, witnessed meritorious efforts on the part of their school officers to awaken interest and secure preparation. Indeed the country was greatly indebted to the various school officers for its knowledge of what the exhibition would be.

After the exhibition opened it was apparent that the special task was committed to this Office of answering the inquiries of foreign gentlemen for comprehensive views of education in our country as it exists throughout the United States, and as it was represented at the exhibition. To facilitate foreign visits a simple directory of the educational exhibits was printed, and a gentleman speaking several foreign languages was employed. Fortunately a new edition of a thousand copies of each of the previous reports of this Office had been printed. These barely met the requirements of the year, and only a small number of each report is now on hand in the office.

In response to foreign and domestic demands, the Office coöperated in the organization of the International Educational Conference, and furnished a stenographer, an interpreter, and a secretary for the same. The report of this conference is ready for publication.*

Everything was done by the Office to facilitate intercommunication between American and foreign educators, and to afford information to aid educators from abroad in visiting the several States and cities of the Union for the study of our educational institutions and systems. The following letter was addressed to the chiefs of the several foreign commissions:

SIR: It is my desire, as the official representative of the United States in matters connected with education, to afford to gentlemen from other countries visiting the Centennial Exhibition every possible facility for becoming acquainted with the educational institutions and systems of our country. I should therefore be pleased to be furnished with lists of persons coming from your country who may be known to you as desiring information on educational subjects; and should also be pleased to welcome any such persons either at my office in the Interior Department of the United States Government Building at the Centennial, or at the Bureau of Education, Washington, District of Columbia, with a view to answering whatever inquiries they may wish to make.

My hope is that I may be able soon to put into the hands of educators and persons interested in education from other lands a list of both the annual public celebrations of colleges within reach of Philadelphia, and of the meetings of State teachers' associations or other educational conventions which it may be interesting for them to attend.†

Assuring all such persons a most cordial welcome from Americans at the college celebrations and educational conventions, I have the honor to be, very respectfully,

JOHN EATON,
Commissioner.

The foreign commissioners generally replied to this letter, giving, so far as known to them, the names of citizens of their respective countries especially interested in education.

The Office was urged to publish a catalogue of the educational exhibit for the study of educators‡ and the guidance of those making reports upon education; but this was

* This special report referred to has since been issued.

† These facts were published in pamphlet form in due time.

‡ There are many evidences of the favorable effect of the study of the exhibition upon the educational thought among us. The following letter from Rev. David Wills, D. D., an eminent clergyman, formerly president of Oglethorpe University, in Georgia, illustrates the manner in which many studied for themselves the comparative value of education as illustrated in the progress of the countries participating in the exhibition:

WASHINGTON, *November* 4, 1876.

DEAR GENERAL: Your kind letter of introduction to the delegates of education at the Centennial enabled me to confer freely with them on the cause they represented, and thus gave me a good opportunity to determine with considerable accuracy the question of the relations of popular education to the practical industries of the world. And as a rule, I ascertained that the best educated nations brought the richest and best contributions to the exhibition at Philadelphia, and that those which made the

impossible; indeed, there were not funds at command to make even a manuscript catalogue of the articles exhibited by the Bureau. For the same reason, the Office could not respond to the very reasonable request that it should at once publish a general report on the entire educational exhibit. However, the comprehensive plans early formed by the Office in reference to the educational features of the exhibition were steadily kept in mind.* The thousands of coöperative historical efforts commenced by correspondents of the Office will, it is hoped, be prosecuted to a satisfactory conclusion.

Many local memorial centennial reports of educational systems and institutions have already been published; others are in course of publication. These are carefully gathered. Much has been contributed to the Office by letter and in manuscript.

The report on medical education during the century, undertaken by N. S. Davis, A. M., M. D., of Chicago, will, it is believed, be early ready for the printer.†

The valuable material collected for the history of normal instruction is awaiting time and money for its publication.

The history of college education, in charge of Dr. F. B. Hough, made rapid progress while there was money to pay for work upon it. The sketches of one hundred and fifty colleges are now in hand substantially complete. I have hoped the first volume could be issued early in the coming year.

The first part of the history of text books, by Dr. L. P. Brockett, approaches completion.

An exchange of histories of academies and other institutions for secondary instruction was undertaken, but this has been delayed till all that have given notice of a desire to participate shall have reported and the Office shall have an opportunity to mail exchanges.

Other reports undertaken have been mentioned in their appropriate places. It is hoped that additional historical efforts will result in an accumulation of facts in regard to the general phases and methods of education among us which may render possible more satisfactory scientific inquiry into results. It enables the reports of this Office to start with the facts of the past more definitely in view.

The abstracts in the appendix of this report will be found to contain an unprecedentedly full summary of legislation upon education in the respective States.‡

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least provision to impart the elements of knowledge to their citizens furnished the fewest valuable material products and the poorest specimens in mechanics and art.

Germany has become the arbiter of Europe by reason of her superior system of public instruction, and England and France are making rapid and important advances on this subject as a necessary means of national development and defence. An educated people, all other things being equal, are always the most powerful both on land and sea. "The schoolmaster is abroad in the land," said Lord Brougham, "and he is a greater power than armies and navies." "It is intelligence," remarks Webster, "which has reared the majestic columns of our national glory, and this alone can prevent them from crumbling into ashes."

A wise and efficient system of elementary education is essential to the preservation of the union and the prosperity of the States. The quickest and surest means of rebuilding the broken fortunes of the South is to educate as far as practicable all the people of that section. Trade will revive with the revival of letters, and no permanent prosperity is attainable apart from popular and impartial instruction. Whenever a good system of public schools is established in all the Southern States it will attract to them the best people of the Old World and the New, and thus enhance the value of the lands and provide capital for every department of industry. We wish we could impress on all our old friends and fellow citizens in the South the magnitude and importance of this subject and the great necessity for vigorous and speedy efforts in this direction. We are fully persuaded that a fair experiment would convince them thoroughly of the wisdom of this policy.

Yours ever,

DAVID WILLS.

*See reports of the Bureau of Education for the years 1874 and 1875, and circulars of information.

†Placed in the printer's hands before the publication of this report.

‡ This was prepared at the cost of great labor by Dr. Shiras, of this Office. In accomplishing this difficult task the Office is indebted to those State superintendents who have taken pains to forward the school laws of their States, and also to Mr. A. R. Spofford, Librarian of Congress, and his assistant, Mr. Hoffman, now in charge of the law section of the Congressional Library.

Having thus recited briefly what was done by the Office in general furtherance of the display of American education at Philadelphia, I present the following résumé of its own special exhibition:

The object of the collection exhibited by this Office at the Centennial was to illustrate the relations of the General Government to education, to indicate the principles underlying American education, and to show specimens of the practical details thereof chronologically and geographically arranged. The endeavor was to supplement, not to duplicate, the exhibitions made by individual schools, systems, and persons.

The relation of the National Government to education was illustrated by a map showing the grants of land to the States and Territories for educational purposes, by a set of the publications of this Office, and by a complete set of the "documents" yearly printed by the Government and distributed to designated depositories by the superintendent of documents.

Each of the several grades of elementary, secondary, superior, special, industrial, and professional instruction was illustrated by reports, catalogues, and photographs.

School architecture was illustrated by photographs of many school buildings, and by models of a log school-house, an adobe school-house of the Southwestern Territories, a modern rural school-house, and a graded school building, such as is seen in our modern cities.

Among the articles of school furniture and appliances exhibited, may be mentioned collected specimens of the wood, bark, blossoms, leaves, and seeds of twenty-eight American trees; Kindergärten furniture, material, and diagrams; improved school furniture, collections of minerals, geographical and astronomical appliances, &c. This collection also contained chemical apparatus and appliances, and a very remarkable collection of birds and animals mounted by a pupil of a New York public school, &c.

The collection also contained a series of the text books formerly used in American schools and colleges. Especially notable among these were the dictionaries and spelling books of Noah Webster, a large collection of books for the blind, &c. The later school and college text books were so fully represented in the book trade department of the main exhibition that it was not thought expedient to attempt a duplication.

Another class of articles exhibited consisted of maps and statistical charts. The maps showed the location of Kindergärten, private secondary schools, colleges, and professional schools, orphan, reformatory and charitable schools for the young, &c. The school statistics of thirty-two cities were presented to the eye on a corresponding number of charts, and the historical development of libraries from 1776 to 1876 was also shown in two other charts.

Another series of articles consisted of the work of children in several Kindergärten; examination papers and drawings from the public schools of two or three cities, and from several private schools; also schedules of study and other material of similar character.

Many colleges and schools having adopted the suggestion of this Office that they should prepare succinct histories of their origin and their progress up to that time, another part of the exhibit consisted of a collection of these histories, together with other reports, series of catalogues, photographs and views of school buildings, portraits of eminent teachers, &c. Notable among those specially commemorated were Mrs. Emma Willard, of Troy, N. Y., the Hon. Horace Mann, of Massachusetts, and George Peabody, esq. The enormous benefactions of the latter to education were illustrated by a map showing the towns and cities which had received aid from the Peabody fund, and the places where schools, academies, and colleges had received gifts.

The exhibit of deaf-mute education was crowned with a portrait of the eminent Dr. Gallaudet, the father of the first institution for the instruction of this unfortunate class in this country. Beneath this was a map locating the several institutions in which this instruction is now imparted, together with photographic views of the grounds, buildings, &c.; and on the opposite side of the aisle, in glass cases, for examination, reports of the institutions and a set of the journal published for their benefit.

Medical education, in addition to catalogues and reports, was illustrated by a collection of skeletons, charts, models, and surgical instruments, exhibited by John Reynders & Co., New York.

Instruction in dentistry was similarly illustrated; and its aids, in the way of operator's instruments, models, &c., were exhibited by Dr. J. H. McQuillen, of the Philadelphia Dental College. A similar exhibition of pharmacy was made by the College of Pharmacy of Philadelphia.

The calisthenic and gymnastic apparatus illustrated the advances which have been made in the means of taking physical exercise.

Charts, books, and the organ, by Estey, illustrated the instruments used in imparting instruction in music.

Voluntary action in behalf of education conducted as a private enterprise, without charter or actual incorporation, was illustrated by school work, compositions, and collections in botany, &c., from the pupils of Park Seminary, Washington, D. C.

Institutions for commercial education, for the instruction of nurses, and homes for orphans, were not omitted.

Associated effort in behalf of education, supplemental to school or lecture room instruction, was brought to mind by the examination of reports of the American Society for the Advancement of Science, and reports of the Antiquarian Society of Worcester, Mass.

The comprehensive organization of superior instruction under the auspices of the State was represented by a series of reports of the regents of the University of the State of New York.

Practical methods of instructing children in clay modelling were exhibited by Mr. Edward A. Spring; the orrery by Mr. Lowe; the study of phonetics by Mr. Lindsley, of New Jersey, and a study in the origin of the human alphabet by Professor Enthoffer, who also illustrated the progress of instruction in sanitary science by exhibiting the actual in contrast with the ideal arrangement of houses and yards in an urban square.

The new interest awakened in instruction in drawing was illustrated by the elaborate lithograph copies of drawing subjects of Messrs. Prang & Co., and the instruction in Syracuse schools by Mrs. Hicks, and by a rare collection of the works of the pupils of the Cooper Union Art Schools. Among them was a portrait of Peter Cooper, its philanthropic founder.

The organization and progress of education in cities was illustrated by the exhibits of Washington and Syracuse.

The progress of civilizing and educating the Indians was shown by several hundred photographs of school-houses, churches, shops, and implements; by specimens of their writing books, needlework, weaving, blacksmithery, and other work; by copies of newspapers, text books, catechisms, prayer books, dictionaries, and other works in Indian languages.

No attempt at a full description can be made here. It is hoped that before long means may be furnished for preparing a complete catalogue of the exhibit.

THE CENTENNIAL NORMAL INSTITUTE.

In the spring of 1876, Prof. George P. Beard, of Shippensburg, Pa., sent to several of the leading educators of the United States a circular letter submitting a plan of organization for an educational institute to be held in connection with the Centennial Exhibition in Philadelphia.

The objects of the institute, as stated in this circular, were: 1. The establishment of an educators' headquarters near the exhibition grounds, where suitable accommodations could be secured at reasonably low rates. 2. The study, from the educational standpoint, of the exhibition as a grand complex object lesson of the world's civilization. 3. An exposition of advanced education, by means of instruction, lectures, and discussions by acknowledged leaders in their respective fields of labor. 4. Comparisons and criticisms of American and foreign educational institutions and systems.

This prospectus met with a prompt and universally favorable response from representative educators in every class of institutions and every State in the Union. Encouraged by their earnest and emphatic indorsements, Professor Beard issued, June 1, another circular letter giving details concerning the management of the institute and a list of about seventy lecturers and instructors who had been engaged. This programme and a circular of the headquarters, the Atlas Hotel, were largely distributed, and resulted in bringing together many thousands of educators during the months of July and August.

The institute opened July 5, and continued in session six weeks. Commissioners and representatives from several foreign nations presented congratulations from the educators of their countries to the educators of the United States. Music was furnished on this and several occasions by the celebrated Hutchinson family. The inaugural address was delivered by Hon. John Eaton, United States Commissioner of Education; subject: "The education of the world as related to the education of America."

During the various sessions of the institute lectures were delivered as follows: Hon. C. J. Meyerberg, Stockholm, Sweden, "The Swedish language," and "Education in Sweden;" Hon. F. Tanaka, minister of education, Japan, "Education in Japan;" Prof. E. Jones, Liverpool, England, "Phonetics;" Prof. B. W. Putnam, Boston, "Art;" Hon. B. G. Northrop, Connecticut, "The new era in Europe," and "Education in Japan;" Prof. J. H. Hoose, New York, "Morals and religion in American public schools;" Hon. H. A. M. Henderson, Kentucky, "The sphere of the educated American woman;" Prof. J. W. Dickinson, Massachusetts, "Scientific and elementary teaching;" Prof. J. W. Dodd, Kentucky, "The influence of song;" President E. E. White, Indiana, "The American method of teaching;" Prof. William F. Phelps, Minnesota, "Oral instruction;" Mrs. A. J. Field, Michigan, "Causes and cure of crime," "Hindrances to teaching," and "Sunday school instruction;" Hon. William T. Harris, St. Louis, "The future of the Mississippi Valley," and "The educational aspects of the exhibition;" Prof. L. V. Dodge, Kentucky, "Shall we speak pure English?" Col. Homer B. Sprague, Brooklyn, N. Y., "Milton as an educator," and "Shakspere's life and works;" Prof. N. B. Webster, Va., "History;" Hon. Alex. Hogg, Alabama, "The lack and need of the South;" Mrs. Julia Ward Howe, Boston, "Language culture;" Prof. J. C. Stewart, Ohio, "Vocal music in schools;" Prof. John S. Hart, Philadelphia, "Macbeth;" Prof. J. W. Shoemaker, Philadelphia, "Elocution," and "How to say things;" Mrs. J. W. Shoemaker, "Criticisms on and readings from Tennyson;" Prof. F. A. March, Lafayette College, "The study of English;" Rev. E. D. Pitts, Texas, "English literature;" Prof. R. M. Thorden, University of Sweden, Upsala, Sweden, "University life," and "The Swedish language;" Prof. J. C. Greenough, Rhode Island, "English literature;" Rev. D. Wills, Washington, D. C., "Uncle Tom without a cabin."

A variety of subjects was treated by numerous other speakers in a familiar manner.

An international convention for the reform of English orthography was called under the auspices of this institute and remained in session four days, August 14 to 17; it brought about the union of many organizations of a kindred nature into one permanent organization, known as the Spelling Reform Association. Among the more prominent members of this convention were Prof. F. A. March, president; Prof. Melvil Dewey, secretary; Prof. S. S. Haldeman, Prof. E. Jones, Rev. J. W. Shearer, Prof. C. K. Nelson, Prof. Charles Raddatz, Prof. W. H. Parker, and others.

The institute was considered by its friends eminently successful as a headquarters where educators could meet daily and in a social and familiar manner discuss topics of special interest to them.

INTERNATIONAL EDUCATIONAL CONFERENCE.

At the close of the International Conference at Philadelphia, on motion of Hon. J. G. Hodgins, deputy minister of Ontario, Canada, the following resolution was adopted:

Resolved, That in the opinion of this conference it is desirable that there should be

held at the next universal exposition an international educational congress, and that the United States Commissioner of Education is hereby requested to take such steps, whether by correspondence with foreign governments or otherwise, as to him shall seem most proper to bring about that result.

This action I had the honor to communicate to M. Buisson, the chairman of the committee, who manifested the most earnest sympathy, in a full conversation upon the wishes and desires of American educators. The substance of the resolution and of the conversation was communicated by him to the French minister of public instruction, M. Waddington, who telegraphed his approval and his desire that this Office should, as requested, proceed with its endeavors to organize an international conference for the coming exposition at Paris. This I desire to do, if Congress shall take action concerning an appropriation, or if the people of the United States shall make arrangements for participating in the exposition of 1878.

NOTABLE EDUCATIONAL VISITS.

DOM PEDRO, EMPEROR OF BRAZIL.

The visit of Dom Pedro, Emperor of Brazil, though not exclusively educational, was specially so.* His stay among us was a lesson in statesmanship. He came to

*Dom Pedro II of Brazil, born December 2, 1825, became Emperor by the abdication of his father, April 7, 1831, and was proclaimed as the actual Emperor July 23, 1840. At the age of five years he was committed to the guardianship of José Bonifacio de Andrada, a pious and learned man, so earnest and constant in the investigation of nature and of science as to be called the Franklin of Brazil. The Emperor's career has shown how he has profited by that guardianship and instruction, and what an admirable superstructure has been built upon the devoted patriotism and solicitude for the welfare of his people he inherited from his father. In 1848, when scarcely twenty-three years of age, his reign was disturbed by a revolution in two of the largest provinces of his empire. Having conquered the rebels, he availed himself of the prerogative granted him by the constitution, and pardoned them.

Order was hardly restored after this revolution, when the attention of the government was called to the imminent danger to Brazilian commerce from the increasing power of General Rosas, President of the Argentine Confederation. The Emperor formed an alliance with General Urquiza, governor of a province of the Argentine Confederation in revolt against Rosas, and their united forces vanquished him completely February 2, 1852. From this period really began that progress which excites the admiration of all who compare the Brazil of the present with the Brazil of twenty-five years ago. This era commenced with the abolition of the slave trade, followed by an enthusiasm for commercial and industrial enterprises. Then were laid the first railroads; the companies for river and maritime navigation were largely increased; Europe was brought into communication with Brazil by means of steam; gas was introduced into all the great cities and good roads were opened. These enterprises gave a marked impulse to agricultural industry, and were thus of material benefit to all classes of society. The prosperity of the country was increased by the Emperor's frequent visits to the various provinces in order to learn what was needed to secure their intellectual and material progress. On his return to the capital, measures were taken in conformity with the information thus obtained.

In 1863, after a conflict with England, the necessity was felt of placing the country in nearer equality with the great maritime powers. The idea was conceived of a national subscription for the purchase of modern cannon and ironclads. For this purpose the Emperor subscribed the fifth part of his civil list, and the Empress, and the princess, his daughter, followed his example. He also visited every day the arsenals, workshops, dockyards, war vessels, military schools, &c., and everywhere exhibited knowledge which astonished even specialists. These efforts were crowned with brilliant success. In 1863 occurred the revolution of Uruguay, which lasted five years. Immediately upon the close of this struggle, 1868, the Emperor devoted himself to carrying out his views concerning the abolition of slavery. The country had lost 100,000 men, mostly cultivators of the soil, during the late war; a resupply of the farming population was imperatively necessary, and this seemed a favorable time to bring the question before Parliament. But this body, composed largely of wealthy planters, slaveholders, opposed the idea of liberation, and it was not until September 28, 1871, and then not without great trouble and three changes in the ministry, that a law was passed declaring the children born of slave women after that day to be free, and requiring the owner of the parents, for a slight indemnity, to maintain the children until the age of twenty.

In 1871, Dom Pedro visited various countries of Europe, making a careful examination of the works of art, of science, and of industry, the schools, universities, and scientific societies. After his return to Brazil one of his first acts was to abolish the system of vassalage which had descended from the

increase his resources as a ruler for the benefit of his people. No subject was too abstruse, no interest too minute for his attention, if he could draw from it any benefit for them. He traversed the country from ocean to ocean and from lake to gulf, examining all forms of industry, studying the different phases of internal and external commerce, but examining nothing with greater manifestations of interest than our systems and institutions of learning. He manifested his profound statesmanship by putting education in its true relation to all other interests of his people. Everywhere his intelligence, simplicity of manner, and hearty interest in whatever was meritorious won the good will of those he met. Many incidents connected with his visit deserve special record. Space, however, permits the mention of but one.

On Friday, June 2, an occasion of great interest occurred at Kendall Green, of which the following description appeared in the National Republican of Washington the following day:

A little after 7 o'clock yesterday morning Dom Pedro d'Alcántara, Emperor of Brazil, accompanied by Vicomte de Bom Retiro, chamberlain to His Majesty, and Señor A. P. de Carvalho Borges, Brazilian minister, visited the National College for Deaf-Mutes, on Kendall Green, in the northeastern suburbs, where they were received by General John Eaton, the Commissioner of Education, by whom the officers of the institution were presented to the distinguished visitors.

President Gallaudet briefly explained the scope of the institution in answer to the Emperor's pertinent inquiries, while pupils from the primary department wrote original exercises, which the Emperor read and commended. Words of welcome were then written by representatives of the college classes. We can give only a few extracts. A freshman wrote: "We welcome you, not merely as a formality, nor because it is the first time a foreigner of so honorable and responsible a position as yourself has thus honored our institution, but because we desire that your visit shall be one of pleasure, interest, and profit. * * * Our only regret is that we have not the honor and pleasure of extending our welcome to Her Majesty the Empress. As you have come early, we kindly ask you to stay late." A sophomore wrote: "We admire your policy, activity, and the pleasure you are taking in your visit to our country. It would give us great pleasure to entertain you, and to make you a deaf-mute for a while, if thereby the mutes of Brazil might be benefited." Another student wrote: "The silent manifestations on every side speak louder than my words can of the cordial greeting extended to you, sire, and of the pleasure felt at your visit. Recognized as a strong and zealous advocate of learning, an eager participant in whatever tends toward the advancement of civilization, whose manifold blessings are already blooming in the sunny land of Brazil, we trust that this institution, one of civilization's fairest fruits, will disclose to you the importance of its work—act as a plea for the deaf-mutes of your empire." A senior wrote: "It is a great privilege to be allowed to study, to learn, to be educated. Happiness requires it, beauty of character demands it, and pureness of spirit needs it." Another senior gave some entertaining examples of pantomime, after which the Emperor personally tested the attainments of some of the classes by exercises of an impromptu character in Latin, algebra, chemistry, and astronomy, and took for future inspection specimens of papers written by the students at the regular examinations.

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ancient Kings of Portugal. Then he hastened to introduce every useful art and custom he had seen abroad compatible with the climate, institutions, and national habits of the country. The most remarkable results of these efforts at Rio are the foundling asylum, the Hospital of Mercy, the military school, the primary schools, the exchange and the public treasury. Brazil was then united by telegraph with Europe and the United States. The construction of new railways and the opening of new roads was undertaken. In political and intellectual affairs there was radical reform, especially in the reorganization of schools and the revision of the electoral law. The latter is one of the greatest benefits Brazil has received from the Emperor. His extraordinary attainments have been thus admirably recounted: "While yet a mere youth he was an expert chemist, busy in the application of chemistry to the industrial arts. He understands machinery and mechanical appliances like a born mechanic, and examines every new machine, tool, engine, and process with the ardor of an inventor. He is a good civil and topographical engineer and draftsman; he is a learned geographer and philologist; he speaks and reads six modern languages; he is thoroughly acquainted with the politics, public affairs, and progress of the various nations of the world; his library is an admirable collection of the best books in all departments of literature, and he is a devoted reader of newspapers, giving several hours of each day to the perusal of the journals of his own country, and the principal journals of the world. His great natural gifts, and his acquired talents and learning, he devotes to the improvement of his country by investigating all that promises to promote the welfare of his people. His great title to honor with mankind is that he is a wise and good ruler, who understands and carries into practice the true purposes of all government, the happiness and prosperity of the people intrusted to his care."

Just before his departure the Emperor performed a beautiful act in a very graceful manner, the planting of an ivy. He received the vine from the hands of the venerable widow of the founder of the first deaf-mute institution in America, the voiceless mother of President Gallaudet, planted it skilfully, and plucked from it some leaves as a souvenir of his visit.

The Emperor seemed to be highly interested in all that he saw, and certainly his intelligence, appreciation, kindness, and suavity won the hearts of all he met on Kendall Green.

This Office has sought in every way, by forwarding its publications and other means, to furnish a correct view of education in the country to the Emperor or his representatives. Councillor A. P. de Carvalho Borges, the Brazilian minister plenipotentiary to this country, who heartily seconds the zeal of the Emperor in behalf of education, is a frequent caller at this Office, gathering special information in regard to different phases of education in this country and furnishing in return reports and facts from Brazil.

Dr. da Motta, the commissioner of the Brazilian department at the Centennial Exhibition, has extensively visited systems and institutions of education in the country and gathered a very large amount of information on all subjects connected with their administration. His courteous manner has won him many friends. Dr. da Motta contributed valuable articles to the Bureau illustrative of education in his empire, which are duly acknowledged and will form a part of the collection illustrative of education for which it is hoped Congress will make ample provision.

OTHER NOTABLE VISITORS.

Professor Meyerberg, superintendent of schools, Stockholm, Sweden, had charge of the Swedish educational exhibit at the Centennial. He was a great admirer of the American school system. Few foreign educators at the exhibition took more interest in educational affairs than he. He was present at all the preliminary and regular educational meetings held in connection with the exhibition, and took a lively part in the discussions on educational topics.

His remarks on the school system in Sweden, on the courses of study, on the training of teachers, and on secondary education were highly interesting, and threw new light on the condition of education in his native country.

Professor Meyerberg returned to Sweden in August, 1876, as his valuable services were required at home.

M. F. Buisson, of the University of France, member of the educational statistical commission of the ministry of public instruction and fine arts, one of the ablest and most zealous educators in France, was appointed in 1873 by M. Jules Simon, minister of public instruction, to study the educational systems of countries represented at the Vienna Exhibition, and to report upon them.

The report of M. Buisson, an octavo volume of nearly 500 pages, is highly appreciated by European and American educators on account of the many valuable suggestions which it contains.

The successor of M. Jules Simon, Minister Waddington, knowing the excellent qualities of M. Buisson, appointed him, in 1876, president of an educational delegation to be sent to the Centennial Exhibition at Philadelphia. The delegation consisted of M. Buisson, president, and five other educators, viz: Messrs. Laport, Olagnier, Rauber, Valens, and Berger. The last five gentlemen are inspectors of primary schools in Paris and the suburbs. The delegation arrived at Philadelphia in the beginning of July, 1876, and minutely studied the various phases of education represented there.

M. Buisson, however, did not limit his studies to the exhibits at the Centennial; he spent about two months in visiting the principal cities in the United States and Canada. He took special interest in the work of pupils, and during his travels in the United States had several persons engaged in copying the pupils' work of different grades.

Immediately after his return to France he had this interesting work translated and published for the information of his countrymen. The demand for his valuable book

of 500 pages was so great that the first edition was exhausted six weeks after its publication.

M. Buisson's general report on education at the Centennial and especially in the United States is in course of preparation and will be ready before the 1st of December, 1877.

Dr. F. Migerka, imperial and royal councillor in the Austrian ministry of commerce and chief commissioner for Austria-Hungary at the Philadelphia Exhibition, was specially charged by His Excellency Dr. von Stremayr, minister of public instruction for Austria, to make a report on education in the United States, and to collect in this country various State and city reports for the library of the ministry of public instruction.

His Majesty the Emperor of Austria-Hungary has, in recognition of the valuable services of Dr. Migerka, appointed him chief commissioner for the Paris Exposition, in 1878.

Dr. Migerka has liberally contributed to the educational museum to be established in Washington, and he desired that the United States should take the well organized museum at Vienna as a model in the establishment of a similar institution.

F. Tanaka.—The following dispatch contained an announcement of extreme interest to American educators:

UNITED STATES LEGATION, JAPAN,
Tokei, April 14, 1876.

SIR: By the American steamer Colorado, His Excellency Mr. Tanaka, the Japanese vice-minister of education, visits America, attended by Mr. Hatakeyama, superintendent of schools, Mr. Taizo Ahe, sixth official rank of the educational department, Mr. Sinicho Tigima, eighth official rank of the educational department, and Mr. Rikio Ideura, with ninth official rank of the educational department, and interpreter to Mr. Tanaka.

Mr. Tanaka with his associates visits America to witness the Centennial and inquire into the educational system of the United States. He is a gentleman of character and intelligence, greatly interested in our western civilization, and exceedingly anxious, as far as possible, that Japan shall learn by our example.

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

JNO. A. BINGHAM.

Hon. HAMILTON FISH,
Secretary of State, Washington, D. C.

Mr. Tanaka was the commissioner of education associated with an embassy extraordinary that visited this country some years ago and studied our educational ideas and customs so thoroughly, afterward taking an extended tour through Europe with a similar purpose, and becoming vice-minister of education for his empire, or in effect the administrator of the educational department.

Mr. Tanaka's first visit had everywhere won him friends who rejoiced at another opportunity of meeting him, and gave a hearty welcome to him and his associates, who sincerely seconded his able and zealous efforts for education.

Dr. David Murray, the able foreign assistant in the Japanese department of education, had been for some time in this country, and was able by his familiarity with our affairs to greatly facilitate the success of Mr. Tanaka's visit. He visited extensively in this country and Canada, and made many collections for the educational museum at Tokio. By the generosity of Mr. Tanaka, almost the entire educational exhibit of Japan was donated to this Bureau on behalf of education in the United States. This is a unique gift of rare value, and will always be greatly prized by the students of education.*

* The old educational organization of Japan was abolished in 1870, and in 1871 the present department of education was established, and all matters relating to schools, colleges, libraries, and other educational institutions were placed under its jurisdiction. In November, 1871, Fujimaro Tanaka, then chief secretary of the department, was sent to America and Europe, in connection with the foreign embassy, as a special commissioner to investigate the educational institutions and administration of these countries. He was absent during the whole of 1872, and the results of his observations were embodied in an extended report and in the code of education which was subsequently prepared. In 1873 he was again sent out as commissioner of education, and soon after his return was appointed junior vice-minister of

Hon. J. George Hodgins, deputy minister of public instruction in Ontario, and for so many years the able assistant of Dr. Ryerson in the management of the department of education for that province, spent considerable time at the Centennial, imparting much information in regard to the interesting features of education in the province under his supervision, and adding greatly to the interest of the educational conferences.

Hon. H. R. Hitchcock, inspector general of schools in the Hawaiian Islands, by his presence called to mind the singular elevation of that interesting people from barbarism.

RECOMMENDATIONS.

The experience of the year gives new emphasis to the following recommendations, which I hereby renew:

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 in connection with this Office, and for the exchange of educational appliances with other countries.

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the department of education. During the same year the office of chief minister became temporarily vacant, and Mr. Tanaka was appointed acting chief. Under his administration in this year an inspection was made of most of the school districts, the bureau of superintendence was established, and two additional normal schools were founded. In February, 1874, a department of industrial arts was established in the University of Tokio, four additional normal schools were founded, and in the following month the Tokio Female Normal School was established. In September, Fujimaro Tanaka was advanced to the rank of senior vice-minister of education. Shortly after, all the foreign language schools except that at Tokio were constituted English language schools. In January, 1875, the amount appropriated by the government to the department of education was fixed at two million yens per year, and the sum contributed by the department to the local governments for the support of elementary education was fixed at seventy thousand yens. In the same month Mr. Tanaka presented to the Emperor the first annual report of the department of education. In July three officers were sent to America to investigate the methods of conducting normal schools. The semi-annual appropriation from the general government to the department of education was made on the scale of 1,700,000 yens per annum. In November of this year the constitution and limitations of the authority of the department of education were revised and proclaimed by the general government.

CONCLUSION.

The year has been one of the severest strain upon my assistants* and myself. For all of their coöperation they have my heartiest thanks.† The tax upon us, as I have indicated, has been specially increased, first, by the historical inquiries incident to the year among our own educators; secondly, by inquiries from foreigners stimulated by the exhibition at Philadelphia and their visits to our country; thirdly, by the special work in aid of the preparation for the Centennial Exhibition, for which the additional appropriation was entirely inadequate; fourthly, by the exacting demands for the results of experiments in various sections of the country made by those called upon to encounter here and there the reactionary educational tendencies. Much of this additional strain in the Office could have been lessened if there had been adequate means for publication; besides, the benefits of these efforts would have been much more widely diffused, and other educators in embarrassment received aid in their struggles to advance public intelligence if the information furnished in manuscript form had all been printed.

I desire to acknowledge my indebtedness‡ for aid in prosecuting the work of the Office for the year to the Hon. Secretary of State, in connection with the foreign correspondence, and Professor Joseph Henry, of the Smithsonian Institution, for the exchange of reports with foreign countries; also to the Commissioner of Patents, Commissioner of Indian Affairs, Commissioner of the General Land Office, and for the cordial coöperation of yourself and the President.

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

JOHN EATON,
Commissioner.

Hon. Z. CHANDLER,
Secretary of the Interior.

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*Dr. Charles Warren remains my chief clerk and chief assistant.

†Miss M. E. McLellan, whose entire efforts in the Office for several years have been devoted to its statistics, has resigned, and closes her labors here with this report. With excellent natural abilities, improved by the opportunities afforded for woman's education at Cambridge, Mass., she brought to her work systematic habits and an accuracy and fidelity which have done much to give value to the statistical work of the Bureau.

‡In overcoming the extreme difficulty of correcting all the mistakes of manuscript and of type with a fair degree of accuracy in a report so full of figures and names, I have been greatly assisted by Mr. Thomas Hampson, the proof reader of the Office.

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, an 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. HISTORICAL SKETCH OF SCHOOL SYSTEM.	
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*) Public high schools.
	(*b*) Academies.
	(*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 board 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.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age, (5–21)	*406,270	†405,226		1,044
Enrolled in public schools	147,340	126,893		20,447
Average attendance	‡110,253			
TEACHERS AND THEIR PAY.				
Number of teachers in public schools	*3,961	3,771		190
Average monthly pay	$27 20	$22 00		$5 20
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	1,696			
Number of public schools reported	3,898	3,088		810
Average duration of school in days	86	80		6
SCHOOL INCOME AND EXPENDITURE.				
Receipts from State tax	$409,889	$150,000		$259,889
Receipts from local tax		96,414		
Receipts from permanent fund	139,925	70,115		69,810
Receipts from other funds	3,200	20,747	$17,546	
Total receipts	553,014	337,276		215,738
Expenditure for salaries of superintendents	34,187	15,000		19,187
Expenditure for salaries of teachers	489,492	316,076		173,416
Expenditure for other purposes	100	6,200	6,100	
Total expenditure	523,779	337,276		186,503
PROPORTION OF EXPENDITURE.				
Expense per capita of school population		$0 57		
Expense per capita of pupils enrolled		89		
SCHOOL FUND.				
Amount of available State school fund		350,000		

(From reports of State Superintendents Hons. John M. McKleroy and Leroy F. Box.)

* The proportion of males and females, both among children and teachers, may be found in Table I, at the close of this report.
† Whites, 236,530; colored, 168,706.
‡ Whites, 67,024; colored, 43,229.

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Ormond & Bagby's Code of Alabama, 1852, pp. 126, 155, 208–210; Walker's Digest of Revised Code, pp. 164, 165, 262–278; Statute Laws of 1854; Reports of State Superintendents from 1869 to 1876.

THE SCHOOL SYSTEM BEFORE THE WAR.

Alabama, formed out of territory which had belonged to Georgia and Florida, entered the Union in 1819, with a constitution declaring that schools and the means of education should forever be encouraged, and with the sixteenth section lands in every township as a provision from the Government for the support of schools. But, though the lands were husbanded, efforts made at different times for the establishment of a school system, and schools to some extent established and maintained, nothing efficient appears to have been reached till 1854–'56. On February 15 of the former year an act was passed, and approved on the 17th instant, "to establish a system of free public schools." In this, provision was made for a State school fund, a State superintendent of education, three commissioners of free public schools in each county, and three trustees of such schools in each township. The superintendent was to hold office for two years, to have a salary of $2,000, to exercise a general supervision over the schools, to disseminate information respecting public school instruction and the best methods of managing all school concerns, to prescribe to commissioners, trustees, and teachers their duties as to management, studies, &c., and to carefully guard against sectarian influences in the schools. The commissioners were to be elected for two years, and to have a supervision of the schools of counties, with care and distribution of the school funds; the trustees, for a like period, to supervise the schools of townships and to have power to establish two or more in each township, employing teachers for them as the number of pupils might demand and the funds at their disposal might allow. On this basis the new system was set in motion and worked with a considerable measure of success, $232.515 being sent forth from the State treasury to aid in the instruction of 145,518 children of school age.

Three county officers, however, proved too many, and on February 14, 1856, another law was passed, replacing the three commissioners of a county by a county superintendent, with essentially the same powers and duties. This unification of the county supervision gave to the system a concentration that secured a large increase of efficiency, the statistics of the next year (1857) showing a growth of 175 public schools, of 6,008 registered pupils, and of 4,974 in the average daily attendance. A subsequent superintendent claimed, indeed, that at this time Alabama, "in proportion to her white taxpaying and school attending population, was far ahead of nearly all the Southern States and most of the New England States; was the superior, in the school room, of even Massachusetts, and was almost the peer of New York and Pennsylvania."

Of the period intervening between this and the termination of the civil war no printed reports are at present to be found, though it appears from the records that superintendents were appointed and at least the skeleton of a school organization for the State maintained. The only information which comes to us for this period is that derived from the census of 1860, which shows 1,903 public schools, 2,038 teachers, and 61,751 pupils. But as the income of these schools was derived pretty nearly equally from taxation and public funds and from fees paid by pupils for tuition, it would seem that they were either in large part pay schools, receiving for a consideration public school pupils to their classes; or nominally free schools, taking in pay pupils with the free; or possibly schools taught on a free basis as long as the public funds held out each year and then on a paying basis for whatever other period might be desired.

THE SCHOOL SYSTEM AFTER THE WAR.

Notwithstanding the confusion in all civil matters for some time after the great civil war, efforts were very early instituted for the resuscitation of the school system of the State. The constitution adopted September 30, 1865—only five months subsequent to the disbandment of the southern troops—provided that the general assembly should make proper laws for the encouragement of schools and education, should take measures to preserve from waste or damage lands granted by the United States for the use of schools, should apply to the sustenance of public schools the funds derived from such lands, should place the school fund under the management of a State superintendent of education, and should arrange for a county superintendent of free public schools in each county and for the appointment of three trustees for such schools in each township. A revised legal code, prepared in accordance with the provisions of this constitution, was adopted February 19, 1867, and in this "every child between the ages of 6 and 20 years" was declared to be "entitled to admission into and instruction in any of the free public schools of the township in which he or she resides or to any school in any adjacent township," on the consent of the majority of the trustees there.

Under this constitution and legal code the designated school officers appear to have been appointed and the schools brought into some working order over a considerable portion of the State. But almost before this order could be well established, a called convention of the citizens recognized as loyal prepared and recommended a new constitution for the State, which was ratified February 4, 1868. The article on education in this constitution placed the common schools and other educational institutions of the

State under the management of a board of education, to consist of a superintendent of public instruction and two members from each congressional district, the governor of the State to be ex officio a member of the board, but to have no vote in its proceedings. This board was to be also a board of regents of the State university, and, when acting in that capacity, was to have the president of the university as a member, but without a vote. In either case the State superintendent was to be the president of the board and to have the casting vote if there should be a tie. Authority was given it to exercise full legislative powers in reference to the public educational institutions of the State; and its acts, when approved by the governor or when reënacted by two-thirds of the board, in case of his disapproval, were to have the force of law, unless repealed by the general assembly. It was made the duty of the board to establish throughout the State, in each township or school district which it might create, one or more schools, at which all the children of the State between the ages of 5 and 21 years might attend free of charge. A permanent State school fund was directed to be formed from the proceeds of United States grants and individual gifts to the State, from escheated property and moneys paid for exemption from military duty, the income from this fund and from the rents of unsold lands, with whatever other means the general assembly might provide, to be inviolably appropriated to educational purposes alone. One-fifth of the aggregate State revenue, with certain specified taxes, was to be added to the income of the fund and devoted exclusively to the maintenance of public schools.

Besides the institution of the board of education, the investment of it with full power over the schools, the freedom decreed from all charges in these schools, and the limitation of the distribution of the public funds to public schools alone, another point of difference may be noted between this constitutionally provided system and that by which it had been preceded. It is, that there was no express direction for the continuance of the former school machinery of county superintendents and township trustees of schools. This defect the large powers given to the board enabled it directly to amend, the State superintendent nominating and the board approving a superintendent of the public schools for each county in the State. The commissions sent to these superintendents were accompanied with letters of instruction authorizing them to appoint three trustees in each township, with school commissioners in the county of Mobile, which had a special system of its own.

The superintendents thus appointed entered at once upon their work, and though there was great difficulty in getting reliable trustees for townships and some grating in the new machinery before it could be gotten fully under way, the first State superintendent under this system, Dr. Cloud, claimed, in his report for 1869, that it had "dotted Alabama, from the mountains to the Gulf, with nearly 4,000 public schools during the first scholastic year," including 9 normal schools for training teachers. It may have been, as was subsequently charged, that the zeal in this direction went too fast and far; that more schools were established than could be sustained; and that, while the numbers taught made a favorable show, the sessions had to be generally closed before anything considerable could be accomplished. But this was not unnatural at the outset of a system which, for the first time, undertook to meet the needs of a previously neglected portion of the population, and to include in its instruction not the white children of the State alone, but the colored also. A year's experience taught some useful lessons as to the need of greater caution in efforts toward even so desirable an end; and the next year, as the fruit of this experience, the number of the schools (2,775, as Dr. Cloud's report shows) was brought into a more fair proportion to the State fund set aside for their support, while measures were taken to increase the proceeds of local taxes raised for the same end. How far the attendance was affected by the diminution of the number of the schools does not appear, the statistics at this period being very incomplete. Funds were drawn from the treasury on the basis of 387,057 children of school age; but what proportion of these was brought under instruction in the 2,775 schools reported, Dr. Cloud does not say.

In November, 1870, Col. Joseph Hodgson succeeded Dr. N. B. Cloud as State superintendent of instruction. He had under him, from March, 1871, a set of school officers elected by the people, instead of appointed, as previously, by the State board or its appointees, while in each county were added by election two directors, to form, with the superintendent, a board for examining teachers. The officers thus elected were said by Colonel Hodgson to be an improvement on their predecessors, and with their aid he appears to have administered the school system with at once a greater economy and a higher measure of success; reporting, at the close of 1871, that the cost of the department of education for the year had been lessened by $42,535, though the school term had been lengthened from 2 months and 9 days to 3 months 6½ days, and the average attendance in the schools increased from 52,060 to 107,666. Colonel Hodgson did also a good service in this year by organizing a State teachers association, and by codifying and circulating in pamphlet form the school laws of the State, which previously had been largely out of reach of the school officers. The next year's report was not quite so favorable as to school attendance, though the number of schools had

somewhat increased. A failure of the State to pay the teachers had been the especially depressing influence.

In November, 1872, Hon. Joseph H. Speed, for two years previously a member of the board of education, succeeded Colonel Hodgson in the superintendency, continuing till the same period in 1874. He directed his endeavors especially to the amendment of the State's neglect to pay its teachers; but had to labor under the discouragement of finding small sympathy from the State officers and legislature. "The provision of the constitution which required the inviolable devotion of certain revenues and school funds to the purposes of education was disregarded at each successive session of the general assembly, and each year an increasing percentage of the school fund was diverted from its legitimate use to the defraying of the general expenses of the State."* The consequence was an almost entire paralysis of the State school system in the country districts, though some of the cities, through local taxation and aid from the Peabody fund, were able to go forward and improve. The university partook of the general depression, and had to curtail its teaching force and reimpose tuition fees, which had been abolished. Several of the 9 normal schools before referred to perished, some only surviving through assistance from the North; but, happily, an opportunity was given to make this loss good, and the board, embracing it, established a new State normal school for white male and female teachers in good buildings offered for this use at Florence. This has proved quite successful.

The difficulty he had been endeavoring to remedy having "neither been removed nor lessened," Mr. Speed was doubtless very willing to yield, in November, 1874, the chair of superintendency to Hon. John M. McKleroy, who had been elected to succeed him. Mr. McKleroy reaped some good fruit from the labors of his predecessor, and had the pleasure of reporting at the close of the next scholastic year that, through arrangements Mr. Speed had set on foot, an adequate school fund for the year had been provided; that the said fund had been available when needed, and that thus the opportunity for the enjoyment of school privileges had been offered every child of school age within the State. Out of a population of this age numbering 406,270, there had been enrolled 91,202 pupils in 2,610 schools for whites, which had continued, on an average, 4¼ scholastic months under 2,675 teachers, besides 54,595 pupils in 1,288 schools for colored children, continued 4½ scholastic months under 1,286 teachers; a total of 145,797, or about 36 per cent. of the whole school population, had been thus under instruction in the public schools. The State normal school for whites at Florence and two for colored pupils at Huntsville and Marion were also reported to be in flourishing condition, receiving an aggregate of $10,000 from the State and numbering 280 pupils under 9 teachers. Like favorable accounts were given of the university and agricultural college; the former having an attendance 42 per cent. better than the year before, and the latter "steadily increasing in public favor."

About the time of the presentation of this report, *i. e.*, December 6, 1875, a new constitution for the State went into effect. This abolished the board of education; confided the general management of the public schools to the State superintendent of instruction, and that of the university and agricultural college to boards of chosen trustees; withdrew the appropriation of one-fifth of the State revenue for school purposes, and substituted for this an annual appropriation of $100,000, with the proceeds of a poll tax of a dollar and a half per capita, and such further increase of the school fund as the condition of the treasury and State resources should admit; required the formation of separate schools for white and colored children, which had been previously provided for by law; and forbade the appropriation to sectarian schools of any money raised for the support of public schools.

The final report of Mr. McKleroy for 1875–'76 does not speak encouragingly as to the effect of these changes, good as some of them were; the disposable school fund having diminished from $565,042.94 to $351,496.64; the schools in fifty-one counties heard from having sunk from 3,211 to 3,088; the attendance on them, from 118,252 to 104,414; and the average time for which they are kept, from 86 to 80 days.

A new superintendent, Hon. Leroy F. Box, succeeded on the 10th of November, 1876, Mr. McKleroy, who had been elected to the legislature; and, as Mr. Box was long a member of the late board of education, has had large knowledge of the school system of the State, and has done much to give that system whatever present efficiency it has, the hope is entertained that he may infuse into it some new life.

For information respecting the university, agricultural college, and institutions for deaf and dumb and the blind, see Superior, Scientific, and Special Instruction, following.

ADMINISTRATION OF THE SYSTEM.

The names of those who have served as superintendents of the State school system, with their terms of office, are as follows: W. F. Perry, 1854–'55; G. B. Du Val, 1858–'64; W. C. Allen, 1864–'65; J. B. Taylor, 1865–'66; J. B. Ryan, 1866–'68; N. B. Cloud, 1868–'70; Joseph Hodgson, 1870–'72; Joseph H. Speed, 1872–'74; John M. McKleroy,

* Memorial of the Board of Education to the General Assembly of 1873–'74.

1874–'76; Leroy F. Box elected 1876 for a term to be fixed by the legislature. Of these gentlemen, Mr. Perry was of Macon County; Messrs. Du Val, Allen, Taylor, Cloud, and Hodgson, of Montgomery County; Mr. Ryan, of Jackson County; Mr. Speed, of Perry County; Mr. McKleroy, of Barbour County; and Mr. Box, of St. Clair County.

ELEMENTARY INSTRUCTION.

SCHOOL FUND.

The school fund of the State, which is obtained from the interest on sixteenth section funds and on surplus revenue funds, from escheats, poll tax, and the Alabama Mutual Aid Association, amounted during the year 1875–'76 to only $351,496.64; a decrease from that of the previous year of $213,546.30, or nearly 40 per cent. This diminution is due to the reduction of the rate of interest paid on the various funds from 8 to 4 per cent.; to the abrogation of the constitutional provision which set apart one-fifth of the aggregate revenue of the State for educational purposes and a substitution therefor of an annual appropriation amounting to much less than this, and to the further fact that the fund of the former year embraced the poll tax of two years instead of one.—(Report of Superintendent McKleroy, 1875–'76, pp. 4, 5.)

THE SCHOOLS.

The whole information respecting the public schools is contained in the statistics before given, which embrace the returns from fifty-one counties out of sixty-five, and show 3,088 schools under 3,771 teachers. The schools are of four grades: primary, intermediate, grammar, and high; but how many are taught in each of these grades does not appear.—(Table 3 of State report for 1875–'76.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

A report from this school to the State superintendent, dated October 28, 1876, represents it as in a prosperous condition. The attendance was greater than at any time in the past and the prospects for other accessions were good. The total number of students was 114, of whom 48 belonged to the normal department. (In a separately published catalogue these numbers appear as 122 and 65.) A class was expected to graduate in 1877. This is the only school in the State for the instruction of whites as teachers, and in the opinion of the superintendent it is not adequate to entirely supply the need. He thinks, therefore, that normal departments should be established at the State university and at the agricultural college.

Both the normal schools for the training of colored teachers, the superintendent says, have been in operation during the year, and have doubtless done good work in their sphere. The institution at Marion is not only a normal school, but it is so liberally endowed by the State and furnished with so competent a faculty as to afford to the colored race opportunities for the acquirement of a collegiate education. The students, December 20, 1876, numbered 100, of which number 70 were normal students, while in the one at Huntsville, where the training provided for seems less complete, 71 normal students were in attendance at about the same date, making, with the 65 at Florence, 206 in the three State normal schools. At Talladega College, under the American Missionary Association, were 59 in normal classes. Vocal music is taught in all these schools; instrumental also at Talladega and Marion. Some philosophical apparatus is possessed by all.—(Report of superintendent, 1875–'76, pp. 14, 18, 19, and returns to Bureau of Education for 1876.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the tables appended to the report of Superintendent McKleroy for 1875–'76, there appear 166 high schools, of which 12 are for colored students; but, as in many other of the States, no additional particulars concerning these schools are given. Allowing an average of 30 pupils for each school, which would certainly not be a high estimate, we have 4,980 high school pupils in courses embracing probably some Greek and Latin studies, with somewhat advanced English ones.

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 1 for girls, and 4 for both sexes, outside of the public school system, there have been reported to this Bureau 664 pupils, under 23 teachers. Of these, 104 were in classical studies, 15 in modern languages, 10 preparing for a classical course in college and 3 for a scientific course. Drawing is taught in 2 of these school, vocal music in 3, and instrumental music in 2. Chemical laboratories are

eported by 2, philosophical apparatus by 3, and libraries of 120 to 2,000 volumes by 3, the aggregate number of volumes being 3,020.—(Returns to Bureau of Education for 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

From 1 school aiming to prepare students for college there are reported 11 teachers and 150 pupils, of whom 50 were preparing for a scientific collegiate course and 20 had entered on such a course since the last report. It had a chemical laboratory and philosophical apparatus.

Two preparatory departments of colleges also reported 2 instructors additional to those of the colleges, and 71 preparatory students, 12 of them preparing for a classical and 23 for a scientific course.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF ALABAMA, TUSCALOOSA.

As mentioned in the report for 1875, an important change in the academic department has been proposed to be made, from the "college" or "close" system 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 15 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. Whether this arrangement has been effected does not appear in the State report for 1875–'76.

The State superintendent advises a closer union between elementary and higher education, and that they should mutually subserve and encourage each other. With the public schools for the base, the university for the crown, and high schools in the cities and populous communities as intermediate between the two, the educational structure would be symmetrical and complete. Steps towards this end, he states, have been already taken.—(Reports of State superintendent for 1874–'75, pp. 124–126, and for 1875–'76, p. 15.)

OTHER COLLEGES.

Howard College, Marion, (Baptist,) has a course of study divided into 10 distinct schools, viz: Latin, Greek, modern languages, English, moral science and theology mathematics, chemistry, geology and mineralogy, natural philosophy and applied mathematics, civil engineering, business. No degrees, honors, or promotions are given except those based upon attainment.—(College catalogue, 1875–'76.)

Spring Hill College, (Roman Catholic,) near Mobile, has a preparatory course intended to last one year, but embracing only English studies; a classical course intended to last six years, and leading to the degree of A. B.; a commercial course covering three years, and embracing the main studies of the classical, except Latin and Greek. Others than Roman Catholics are admitted on condition of their conforming to the exterior exercises of worship.—(Catalogue for 1874–'75.)

Southern University, Greensborough, (Methodist Episcopal South,) includes a college of liberal arts, a college of medicine, and a college of law. The circular for 1876–'77 contains no information of any change in the first named, which, as was stated in 1875, is 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 certain number of schools.

Talladega College, Talladega, not having any students in collegiate courses, has been remitted to the list of secondary schools.

COLLEGES FOR WOMEN.

Nine of these institutions—7 of them chartered and as many under denominational control—make returns for 1876, which show a total teaching force of 83, with 860 students of all grades, 488 of these being classed as regular collegiate, 33 in special or partial courses, and 18 graduates who remain to pursue studies additional to the collegiate course. All teach vocal and instrumental music and French; 6 unite German with the French, and 1 Spanish and Italian also. Drawing and painting are taught in 7 of the 9, and the same number have some apparatus for illustration of natural philosophy. Eight report chemical laboratories; 2, collections illustrative of natural history; 3, at least the beginning of an art gallery; and 2, a gymnasium; while 7 have libraries of 200 to 3,500 volumes each, the aggregate in the 7 amounting to 11,250. For further particulars, see Table VIII of appendix.

Statistics of universities and colleges, 1876.

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	5	0	35	77	$50,000	$0	$0	$7,560	$0	$0	a1,600
La Grange College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southern University	8	0	36	79	90,000	12,000	600	3,000	0	0	a3,500
Spring Hill College*	20	.....	b131	0	120,000	.....	.....	45,000	0	0	5,000
University of Alabama	10	0	0	160	150,000	300,000	25,000	.....	.....	0	a4,600

*From Report of Commissioner of Education for 1875.
a Includes society libraries.
b Unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural and Mechanical College* at Auburn, in its report for 1876, states that the imperfect preparation in the rudiments which many of the applicants for admission exhibit, has rendered it necessary to establish a class below the fourth one of the regular course. Students entering this class will be fitted for the fourth class of any course of the college; the courses being, as stated in 1875, in agriculture, in literature, in science, and in civil engineering, with a practical instruction in surveying which gives it almost the character of a fifth course. Each course, except the agricultural, requires 4 years for completion of its studies. The agricultural—not embracing so much in languages as the literary course, nor so much in mathematics as the scientific—is of 3 years. Two experimental farms, one at Auburn, under the eye of the college, another in the valley of the Tennessee, under Hon. J. J. Barclay, aid in the instruction of the students as well as in the improvement of the farming of the State. The president reports that a larger percentage of the income of this college than of any other of its class in the Union, is expended for purposes of instruction.

PROFESSIONAL.

The *Law Department of the University of Alabama*, at Tuscaloosa, aims to give the student patient, intelligent, and careful instruction in the elementary principles of law; and to this end analysis of each subject is required, while the application of principles is illustrated by a selection of leading cases. Moot courts are held and instruction given in the preparation of briefs and the manner of conducting cases before courts and juries. The course includes 3 terms of 4½ months each, and graduation in it admits to practice in all State courts.—(Circular for 1876.) A circular from the Southern University at Greensborough gives us information respecting the law school there for 1876, showing its continued existence with 3 professors, but nothing more.

A *College of Medicine*, with 4 professors, also exists in connection with the Southern University, but no length of course is indicated. That of the Medical College of Alabama, at Mobile, is of 2 years.—(Circular and return for 1876.)

Theology continues to be taught to some slight extent at Howard College and the Southern University, and with apparently some fair degree of fulness at Talladega College, Talladega, most of the students at the last named putting their acquirements to practical use during the course by performing mission work at surrounding stations.—(Circulars for 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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.									
State Agricultural and Mechanical College.	6	....	104	4	$100,000	$253,500	$20,280	$2,000	3,500
SCHOOL OF THEOLOGY.									
Theological department of Talladega College.	2	....	24	4	5,000	.....	.....	.....	300
SCHOOLS OF LAW.									
College of Law, Southern University.	3	....	.....	.....	.....	.....	.....	.....	.....
Law School, University of Alabama.	3	....	15	1½	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Medicine, Southern University.*	5	....	.....	.....	175,000	0	0	.....	500
Medical College of Alabama.....	9	....	60	2	175,000	0	0	2,000	500

*From Report of Commissioner of Education for 1875.

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, TALLADEGA.

The original act of January 27, 1860, for the establishment of this institution, provided only for the education of the deaf and dumb. It was not till February 18, 1867, that further provision was made for the education of blind children also in the same building.

The report of the principal, dated October 27, 1876, stated that there had been no changes made in the corps of 4 instructors mentioned in the preceding year, but that from February to July a teacher of drawing had been added. The results of the instruction in this branch had been sufficiently encouraging to induce regret that it could not be continued. Forty-nine pupils, 3 less than in 1874–'75, had been under instruction during the year, 39 of them being mutes and 10 blind. In consequence of the small number of blind pupils and the necessity for economy at every point, the principal had not felt authorized to employ a teacher in the department of handicraft for them. The blind boys, however, had occasionally done a little work at bottoming chairs, while work in shoemaking had been carried on regularly by the mute boys, some of whom did good service. Instruction in the shoe shop had been given gratuitously by two of the teachers. The teaching in the school rooms is said to have been thorough and faithful, the discipline good, and the measure of health enjoyed better than ever previously.

Two committees, one appointed by the trustees and another by the legislature, after examining the general management and working of the institution, publish, in connection with the report of the principal, most favorable accounts of the school and its management.

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. LEROY F. BOX, *State superintendent of education, Montgomery.*

[Term November 23, 1876, to November 23, 1878.]

COUNTY AND CITY SUPERINTENDENTS OF EDUCATION.

[Term till September 30, 1877.]

County.	Superintendent.	Post-office.
Autauga	T. W. Sadler	Prattville.
Baldwin	J. D. Driesbach	Mount Pleasant.
Barbour	S. H. Dent	Eufaula.
Bibb	J. L. Peters	Centreville.
Blount	Stephen C. Allgood	Blountsville.
Bullock	H. C. Thompkins	Union Springs.
Butler	J. M. Thigpen	Greenville.
Calhoun	George W. Landers	Jacksonville.
Chambers	F. W. Greer	Waverly.
Cherokee	J. T. McDaniel	Centre.
Chilton	William Lee	Clanton.
Choctaw	S. S. Mellen	Mount Sterling.
Clarke	R. J. Woodard	Grove Hill.
Clay	A. S. Stockdale	Ashland.
Cleburne	T. J. Burton	Edwardsville.
Coffee	A. McGee	Elba.
Colbert	James E. Gilbert	Tuscumbia.
Conecuh	C. A. Newton	Belleville.
Coosa	J. E. Hannon	Rockford.
Covington	Malachi Riley	Andalusia.
Crenshaw	E. Y. McMorris	Rutledge.
Dale	W. H. Stuckey	Clopton.
Dallas	P. D. Barker	Selma.
De Kalb	P. B. Frazier	Portersville.
Elmore	W. P. Hannon	Deatsville.
Escambia	J. T. B. Foard	Pollard.
Etowah	R. J. C. Hail	Gadsden.
Fayette	B. F. Peters	Fayette C. H.
Franklin	E. H. McNatt	Russellville.
Greene	W. G. McCracken	Eutaw.
Geneva	W. J. Keith	Geneva.
Hale	J. A. Jones	Carthage.
Henry	J. W. Foster	Abbeville.
Jackson	J. S. Collins	Scottsborough.
Jefferson	J. R. Rockett	Birmingham.
Lauderdale	James M. Weems	Florence.
Lawrence	D. C. White	Moulton.
Lee	J. F. Yarbrough	Loachapoka.
Limestone	J. G. Dement	Athens.
Lowndes	John J. Steele	Benton.
Macon	A. L. Brooks	Tuskegee.
Madison	W. P. Newman	Huntsville.
Marengo	Samuel C. Woolf	Lindon.
Marion	Elisha Vickery	Pikeville.
Marshall	A. J. McDonald	Guntersville.
Mobile	Edward R. Dickson	Mobile.
Monroe	T. J. Emmons	Monroeville.
Montgomery	L. A. Shaver	Montgomery.
Morgan	W. M. Wood	Hartsell Station.
Perry	J. B. Shivers	Marion.
Pickens	J. M. Somerville	Bridgeville.
Pike	W. C. Menefee	Troy.
Randolph	J. M. K. Guinn	Roanoke.
Russell	J. M. Brannen	Seales' Station.
Sanford	J. M. Guyton	Vernon.
Shelby	D. W. Caldwell	Columbiana.
St. Clair	R. F. Newton	Ashville.
Sumter	M. C. Kinnard	Livingston.
Talladega	W. L. Lewis	Talladega.
Tallapoosa	S. C. Oliver	Dadeville.
Tuscaloosa	R. S. Cox	Tuscaloosa.
Walker	J. C. Scott	Jasper.
Washington	Vacant	Millry.
Wilcox	J. T. Beck	Camden.
Winston	James H. Ilton	Houston.
City of Birmingham	J. T. Terry	Birmingham.
City of Eufaula	W. H. Patterson	Eufaula.
City of Huntsville	S. I. Mayhew	Huntsville.
City of Montgomery	J. W. Moses	Montgomery.
City of Selma	W. C. Ward	Selma.

ARKANSAS.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age, (6–21)	184,692	189,130	4,438	
Children enrolled in public schools	73,878	15,890		57,988
Children in average daily attendance	42,680	Not given		
TEACHERS AND THEIR PAY.				
Males, 1,582; females, 740; not indicated, 1,677.	3,999			
Males, 329; females, 96; not indicated, 36.		461		3,538
Average monthly pay	Not given	Not given		
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	Not given	Not given		
Number of schools	2,134			
School-houses; new, 251; old, 1,374		1,625		
Cost of new school-houses		$3,957		
Cost of the older ones		361,358		
INCOME AND EXPENDITURE.				
Receipts from State tax for schools	$352,679	$179,325		$173,354
Receipts from local tax	428 997	162,739		266,258
Receipts from interest on permanent fund.	7,860	2,010		5,850
Total receipts	789,536	344,074		445,462
Expenditure for sites, buildings, and furniture.	54,913	10,839		44,074
Expenditure for salaries of superintendents.	24,100			
Expenditure for salaries of teachers	259,747	73,167		186,580
Expenditure for rent, repairs, &c		2,567		
Expenditure for objects not specified	411,240	32,830		378,410
Total expenditure	750,000	119,403		630,597
PROPORTION OF EXPENDITURE.				
Expenditure per capita of school population.	4 06	0 64		3 42
Expenditure per capita of enrolment	10 15	7 45		2 70
Expenditure per capita of average attendance.	17 57			
STATE SCHOOL FUND.				
Amount of available school fund	135,000	161,352	26,352	

(From reports of Hon. George W. Hill for 1874–'75 and 1875–'76. The receipts for the latter year in Mr. Hill's printed report differ from those given in his written return to the Bureau of Education, from which the figures here given are taken. In the printed report they are as follows: From State apportionment, $105,586.70; from district tax,

$87,739.51; from sale of school-house or site, $444.64; from grants or gifts, $674.99; total, $194,445.84. The discrepancy may arise from the written report being for the year ending October 30, 1876, while the printed one is for that ending June 30, 1876. The account of expenditures agrees in both, except in the last item, which is necessary to make up the total given.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Constitutions of 1836, 1864-'65, 1868, and 1874; Returns of United States Census on Education, 1850 and 1860; A sketch prepared by Hon. George W. Hill, State superintendent of public schools in Arkansas; Laws of Arkansas, compiled and arranged by J. Steele and J. McCampbell, 1835, pp. 509-514; English's Digest of the Statutes of Arkansas, 1848; School Laws of 1871 and 1875.

EARLY SCHOOL LEGISLATION.

Arkansas—organized as a Territory in 1819 and admitted as a State in 1836—came into the Union with a constitution which ordained (art. ix, section 1) that "knowledge and learning, generally diffused through a community, being essential to the preservation of a free government, and diffusing the opportunities and advantages of education through the various parts of a State being highly conducive to this end," it should be the duty of the general assembly to provide by law for the improvement of such lands as either had been or might be granted by the United States for the use of schools, and to apply any funds which might be raised from such land, or from any other source, to the accomplishment of the object for which they were intended.

Previously to this, under territorial laws passed November 21, 1829, November 3, 1831, and November 15, 1833, there had been provision made for due care of the school lands and of moneys arising from the rent of these, the agents for the care of the lands being trustees appointed by the judge of each county court, and the county court itself being guardian of the funds derived from rent of such lands, with supervision of the schools sustained through the aid of these funds.

By act of February 3, 1843, a commissioner for the sale of sixteenth section lands was to be elected by the people of each township desiring such sale, on a day appointed by the county court; and at the same time three trustees were to be chosen for care of the schools, for support of which a fund was to be formed from the proceeds of the sales. These trustees, whose term of office was two years, were to determine the terms of lease of school lands; were to have a general oversight of schools sustained from the school fund; and were, with the commissioner, to visit these at least once a month, to see that they were properly kept, to examine the scholars, to make sure that books, furniture, and fuel were provided, and that due cleanliness and decency were maintained. They were also annually to make an enumeration of the youths of school age (5-21) in their township, noting how many were sent to school and how many were not, the amount subscribed for each one sent to school, and the number for whom there was no subscription. The results of this enumeration were to be reported to the county clerk, with a statement of the amount of funds raised in their township for the support of schools therein, and the sources from which these were derived, the price of tuition for each scholar, the cost of books and stationery for him, the time the schools were kept, and the amounts paid teachers.

By the same act of February 3, 1843, the voters in each county were to choose, at each general election, three school commissioners, who, with the clerk and presiding judge of the county court, were to be a board of school commissioners for the county, the main duty of these seeming to be to care for county funds appropriated to the support of common schools, and so to distribute these as (1) to secure four months' schooling, with the necessary school books, annually for each indigent child in each township; (2) to effect as nearly as possible an equalizing of the annual school funds of the townships by augmenting those of the poorer townships.

A State board of education was also constituted, to consist of the governor of the State, the chief officers of the senate and house, and the judges of the supreme court ex officio, and of ten members of the general assembly elected every two years by the assembly. The members of this board were to have power to carry out all laws and regulations passed by the general assembly in aid of education, and were to report to the assembly, at each session, the condition and progress of education in the State.

Under this system there were found in 1850 by the United States census marshals 353 public schools, with 355 teachers and 8,493 pupils, besides 90 academies and other schools, with 126 teachers and 2,407 pupils, not aided from the public funds.

By acts of January 11, 1853, and January 20, 1855, most of the provisions of this older law were reënacted and affirmed, but with some difference in the personnel of management. Instead of the State board, came the secretary of state as ex officio State commissioner of schools; instead of a board of five county commissioners of

schools, came a single commissioner, elected by the people at each biennial general election, for visitation of schools, examination of teachers, care of school lands, and distribution of school funds; and, instead of three trustees for a township, came one, with the same general duties as had previously belonged to the three.

The system thus put into lighter marching order showed as its tangible results in the census of 1860, public schools, 727; teachers, 757; pupils, 19,242; total income, $120,613. Then in academies and other schools which numbered 109, with 168 teachers and 4,415 pupils, must also have been some scholars belonging to the public system, as these schools received from taxation $700 and from public funds $8,645.

LATER LEGISLATION WITH RESPECT TO SCHOOLS.

The before mentioned provision of the constitution of 1836 was incorporated into that of 1864–'65, but not very much came of it; for, though more interest in education and a greater wish for it were by that time aroused, the period was not yet a propitious one for schools.

Under the constitution of 1868, however, which required the general assembly to "establish and maintain a system of free schools for the gratuitous instruction of all persons in this State between the ages of 5 and 21 years," an act was passed, July 23, 1868, providing for such a system of common schools, and repealing preceding school laws where they came in conflict with the later. This act provided that there be a State superintendent of public instruction elected by the people quadriennially, and that his salary be $3,500 per annum. He was required to report annually. There was also to be appointed by the governor, with the advice and consent of the senate, a circuit superintendent for each judicial district of the State, his salary to be $3,000 per annum. The circuit superintendents were to report annually to the State superintendent, and had the supervision of all school matters in their respective districts. With the State superintendent they formed a State board of education. The counties were divided into school districts, each district having one trustee, elected by the electors of the district, and receiving from its people $2 per day for the time actually employed by him in the discharge of his duties, provided he should not be paid for more than ten days' service. The interest on the permanent school fund, a special district tax voted by the people, the per capita tax, "and so much of the ordinary annual revenues of the State as might be hereafter set apart by law for such purposes," were to be "faithfully appropriated for maintaining a system of free common schools for this State."

Under this act the school system was commenced, and, though meeting with indifference in some places and opposition in others, made considerable progress, 67,412 children being gathered into the schools in 1869 and 107,908 in 1870. A serious depreciation in the State scrip issued in payment of the wages of the teachers caused, however, very general discouragement.

At the same date with the foregoing was passed an act for establishing an industrial university. It required that, in addition to the usual course of study prescribed in universities, there should be taught the science and practice of agriculture, the mechanic arts, engineering, and military science. The location was left to be decided by bids from individuals, counties, cities, &c., their offers being open till the first day of the next session of the general assembly.

In February, 1869, the general assembly passed an act providing for the "better regulation of schools in cities and towns." By this a city or town could be made a special school district, with six directors elected by the people for the supervision of the schools in the town or city. The directors could make rules for their government, not inconsistent with the law; could estimate the percentage of taxes necessary to keep the schools in operation, and were elected on the third Saturday in December annually.

Under this act city schools were organized in Little Rock, Fort Smith, Pine Bluff, Helena, Arkadelphia, Dardanelle, and Camden, and are said to have done "reasonably well." In subsequent years Augusta, Batesville, Duvall's Bluff, Fayetteville, Forest City, Jacksonport, and Ozark were added to the list.

An act of the general assembly approved March 27, 1871, made provision for the establishment of the Arkansas Industrial University, before determined on. Gen. A. W. Bishop was first president of the university, which was located at Fayetteville, and Prof. N. P. Gates succeeded him. The university has succeeded very well so far, and promises much.

In the year 1859 the Arkansas Institute for the Blind was organized at Arkadelphia, and was continued in operation for three and a half years, when, in consequence of the war, it suspended in the fall of 1863. It was reopened in February, 1867. By act of the general assembly, approved July 22, 1868, the institution was removed to Little Rock, where it is now in successful operation. It has a board of three trustees appointed by the governor.

In July, 1867, a school was opened in the city of Little Rock, at the expense of the city, for the education of the deaf and dumb. In July, 1868, it was incorporated as a State institution and provision made for its support. It has since been very successful,

though there is not sufficient accommodation for all the mutes in the State. Persons between the ages of 9 and 30 are admitted to the institute.

The general assembly, in an act approved April 29, 1873, changed the school law passed in 1868, the principal changes being as follows:

A State board of education, composed of the State superintendent and the trustees of the Industrial University, took the place of the former one, composed of the State and circuit superintendents, and had large powers given it of legislation and provision for the schools.

The office of circuit superintendent was abolished and that of county superintendent instituted. These superintendents were elected by the trustees of the counties, respectively, and were allowed a salary not exceeding $300 in counties having 8,000 or less inhabitants and $500 in counties having more than 8,000 inhabitants. The district tax was by this act limited to 5 mills on the dollar. At the election of 1872, Hon. J. C. Corbin was elected State superintendent. During his term of office the depreciation of the State scrip was such as to cause a great decline of the interest in public schools, the warrants in which the teachers and school officers were paid not bringing more than 50 cents on the dollar, and sometimes less. The constitutional convention held in July, 1874, abolished the office of State superintendent and constituted the secretary of state ex officio State superintendent of public instruction until other provision should be made by law. The legislature, at an adjourned term, in December, 1875, passed the present school law, which provides for a State superintendent at a salary of $1,800 per annum, who reports annually. The office of county examiner takes the place of that of county superintendent. The examiners are allowed no salary, but can collect the sum of $2 from every applicant for license to teach. There are to be three directors for each school district, elected annually, with no other compensation than exemption from jury service and work on public highways.

The electors can vote a special tax, not to exceed 5 mills on the dollar.

The State superintendent is required by law to hold annually normal institutes in each judicial district.

During the time intervening between July, 1874, and December, 1875, from the absence of any active supervision, the almost utter lack of school funds, and the violent political agitations in the State, the interest in public schools decreased to a very great extent among the people, and only in some few localities were the schools kept up. Since the latter date the people are showing in most parts of the State a greater interest in common schools than for several years previously, and it is hoped that through the restoration of the State superintendency this interest may be increased, though the lack of county supervision must be a hindrance to the efficiency desired.

SCHOOL ADMINISTRATION.

The administration of the school system, under the law of 1853, was put, as has been stated, in the hands of the secretary of state. But as that officer had, as such, work quite sufficient to keep him actively employed, and needed for this to be usually present at the capital, there could not be performed by him as superintendent those various duties of general visitation, public speaking on school questions, and private removal of objections and old prejudices, which were necessary to secure a favorable judgment for the schools. The lack of anything like full success was in such circumstances not to be wondered at, especially among people whose more wealthy families were able to have private teachers in their homes, while many of the poorer ones were indifferent about having children taught at all.

Under the law of 1868 came in a State superintendency detached from other civil office and wholly devoted to school work with the aid of a circuit superintendency, which, if not the best imaginable, was perhaps best suited to the exigencies of the time. After more than two years' trial of it, Superintendent Thomas Smith, the first State incumbent under the law, reported in 1870 increased interest everywhere manifested in general education and a hearty influence of the old citizens of the State in support of free schools. "The work," he says, "progressed slowly at first, but has moved on with rapidly increasing interest, until now good schools are established in all the cities and principal towns, and school-houses are seen dotting the rural districts in nearly every portion of the State." A State Teachers' Association, too, had been formed and an educational journal established, while, out of 180,000 people of school age, 107,908 were enrolled in 2,537 schools, under 2,302 teachers. The report for 1872 showed a considerable decrease of attendance in the schools, only 69,927 pupils having been enrolled in 1871 and 32,863 in 1872, a decline attributed by Mr. Smith mainly to two causes: (1) A limitation by the legislature of the right of local taxation to one half of 1 per cent. in country districts and three-fourths of 1 per cent. in towns and cities; (2) a collection of school taxes in depreciated State scrip, making the maintenance of even a three months' school in country districts difficult, while the payment of teachers in the same scrip had so reduced their salaries as to induce many of the most valuable ones to throw up their positions and leave the State. Against both these things Mr. Smith entered his earnest protest, but was unable to secure a change.

He had, however, the pleasure of aiding in laying the foundations of the State Industrial University, of seeing a considerable increase of town and city schools systems, and of announcing the continuance of the educational journal of the State. He also did much to improve the school fund.

Mr. J. C. Corbin, who succeeded Mr. Smith in 1873, reported, in November of that year, a continuance of the difficulties arising from deficient power for local taxation and from payment of school taxes and school teachers in a greatly depreciated scrip, with the additional one that, by a decision of the attorney-general, a State school tax of 2 mills on the dollar, which had constituted three-fourths of the distributable school fund, was cut off, leaving only $55,000, worth 35 cents on the dollar, as the State fund for distribution among the schools. These difficulties more than counterbalanced the advantage of a change from circuit to county superintendency, which had been made at the beginning of the year; and, notwithstanding earnest efforts on the part of Mr. Corbin and the State board of education to improve the condition of the schools, there was a steady depreciation. The political convulsions with which the State was shaken in 1873 helped other injurious influences to paralyze the State school system; and in 1874 Mr. Corbin went out of office disheartened and depressed, a new State constitution having vested the superintendency of schools temporarily in the secretary of state, "until otherwise provided for by law."

It was not till December 7, 1875, that a new school law, under this new constitution, was enacted, and meantime "the public school matters of the State," according to the report of the secretary, were "at a standstill."

The new law provided for a State superintendent of public instruction, to be chosen at the next general election and every two years thereafter; dropped the State board of education and substituted for it a board of commissioners of the common school fund; abolished the office of county superintendent and instituted, in its stead, that of county examiner, without the duty of visitation of the schools; left local taxation still limited to half of 1 per cent., without discrimination in favor of the cities; but, like preceding laws, made provision for the formation of a school fund, the annual interest of which, together with a poll tax of $1 per capita on males over 21, and so much of the annual revenues of the State as might be set apart by law for such purposes, should be appropriated for maintaining a system of free common schools for the State. Under this law Mr. George W. Hill came into office as State superintendent, December 18, 1875, and, having secured sufficient favor to be elected for another term of two years, from November 2, 1876, it is hoped that he may be able to revitalize the school system.

ELEMENTARY INSTRUCTION.

WHAT THE CASE WAS A YEAR AGO.

Superintendent Hill, in his first report, for the year ending July 1, 1876, says of the condition of things when he came into office, December, 1875: "I found the interest of free education of the youth of the State in not so favorable a condition as might be desired. The depreciation in the value of State scrip had been militating against this interest for about two years and had temporarily prostrated the common school system. In the wake of a depreciated currency, in which teachers were paid and by which schools were attempted to be maintained, followed numerous attendant evils, such as discouragement of school officers, complaint on the part of the enemies of free schools, a somewhat reckless incurring of debt, a loss of confidence in the minds of the people, and a partial abandonment of free schools by good teachers."—(Report, p. 5.)

WHAT THE CASE IS AT PRESENT.

The cessation of political agitation and an improved management of the State finances are reported to be bringing up the State treasurer's certificates to something nearer their par value. As a consequence of this, "the districts generally are getting out of debt and are resuming their schools, confidence is being restored to the people, and there is light ahead for the common school system. There are assurances from all parts of the State of growing intelligence, of an increasing spirit of inquiry, of an awakening appreciation of education, of an enlarging number of friends of common schools, of a more earnest call for teachers of higher qualifications, of a greater disposition on the part of the State press to speak in advocacy of the free schools, and of better county and district officers being elected."—(Report, pp. 5 and 20.)

The statistical tables appended to the report show some fruits of the educational awakening thus referred to, indicating the presence of 15,890 pupils in the schools of 29 counties that report attendance, out of 60 in the State, though many of the districts in even these 29 failed to make this report. The division of studies among the 15,890 reported pupils was as follows: In orthography, 8,080; in reading, 6,027; in penmanship, 4,625; in mental arithmetic, 2,194; in written arithmetic, 3,399; in grammar, 2,300; in geography, 1,328; in history, 914; in higher branches, 544. Of the 461 teachers reported, 135 held first grade certificates, 167 second grade, 123 third grade. The grade of the remaining 36 is not given.

CITY SCHOOL SYSTEMS.

LITTLE ROCK.

Officers.—These are a board of school directors of 7 members, elected for terms of three years, a certain fixed number going out of office each year. A city superintendent of schools has the executive charge under the board.

Statistics.—The average monthly enrolment of pupils in school in 1875–'76 was 1,178; average number belonging, 1,046; average daily attendance, 926. Number of cases of tardiness among pupils, 3,922; among teachers, 190. Number of teachers, exclusive of the superintendent, 27. Salaries from $50 to $100 a month. Number of schools, exclusive of the high, 4; of these, 2 are for white and 2 for colored children. Cost of education per pupil on average monthly enrolment, $14.40; on average daily attendance, $18.33.

Remarks.—The public schools were never in a more prosperous condition than they are at present. They are becoming celebrated throughout the State, and many persons are moving into the city for the express purpose of placing their children in them. The elementary schools are divided into nine grades, each occupying a year, and are followed by a high school course of three years. The high school is in good condition and is improving. Enrolment, 44 pupils; average daily attendance, 35. The course of study is the same in all the schools, alike in those for white and those for colored children. All the teachers but 2 were white.

Aid was received from the Peabody fund of $2,500. There has been no time in the history of the schools, it is stated, when this help has been of greater benefit or more gratefully received.—(Report of City Superintendent J. M. Fish, 1876, and correspondence of the American Journal of Education, April, 1877.)

TRAINING OF TEACHERS.

A normal department, in connection with the State Industrial University, was provided for by the State law establishing that institution and is now fully in operation. It is designed to furnish a thorough course of instruction to all who desire to engage in the profession of teaching in the public schools. Free tuition is offered 238 pupils, who must intend, in good faith, to make teaching their profession.

Music, vocal and instrumental, is taught; drawing is optional. A chemical laboratory and philosophical cabinet are possessed. There were 51 normal students in attendance, 32 men and 19 women; 3 were graduated last year, of whom 2 engaged in teaching.

The organization of a branch normal college was provided for in 1873, and $25,000 were appropriated to carry the act into effect; but this fund was in State scrip, and, owing to its depreciation in value, the organization of the college did not take place until 1875. This college is located at Pine Bluff, and is specially designed for the benefit of colored students. It is under the management of the board of trustees of the Industrial University. The building is in an eligible location, with ample grounds and suitable outbuildings, is well lighted and ventilated, and affords accommodations for over 100 students.—(Catalogue of Industrial University 1875–'76, and special return to United States Bureau of Education.)

DISTRICT NORMAL INSTITUTES.

Superintendent Hill says that, in accordance with section 15 of the school law, a district normal institute was held in each judicial district of the State, each institute lasting from two and a half to three and a half days. Two objects were had in view: the improvement of the teachers and the rectification of popular sentiment. It was intended to benefit the teachers by increasing their information respecting the theory and practice of teaching, by stimulating thought and arousing a spirit of investigation, by uniting their efforts in the cause of education, by strengthening the esprit de corps of the profession, and by elevating their conception of the duties and responsibilities belonging to a teacher's place. It was expected that public sentiment would be influenced for good by diffusing information and showing that education *pays*, financially and every other way. Such a programme of exercises was adopted as it was thought would tend to accomplish the two purposes in view.

The attendance of teachers at these institutes was only about one-tenth of the whole number in the public schools, and as the law imposes no penalty for non-attendance, though it makes it the duty of teachers to be present, there was no remedy for this neglect. The superintendent, therefore, proposes that the legislature, at its next session, should make the attendance of public school teachers compulsory, by affixing a penalty to non-performance of the duty, and those present at one of the institutes united with him in this proposal. But as the expense of attendance would be a heavy tax on many poorly paid teachers, it is suggested that the districts in which they are employed be required to pay a part of this expense, as the people will reap much of the benefit received.—(State report for 1875–'76, pp. 6–8.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No information respecting such schools in Arkansas has reached the Bureau beyond the preceding statement in the report from Little Rock, that the high school there had 44 pupils in 1876, of whom 35 were, on an average, in daily attendance. Aid from the Peabody fund to Van Buren, to the amount of $800, implies the existence of a graded school there; but whether the grades reach up to a high school is not stated.

In the tables appended to the State report, as was before said, 544 pupils are spoken of as engaged in "higher branches," but what these branches are, or to what extent they are pursued, does not appear.

PRIVATE SECONDARY SCHOOLS.

The depression of educational interests in the State is manifested by the fact that, out of 9 private schools of secondary rank heard from in previous years, only 3 schools for boys and girls make any return for 1876, and that of these 3 only 2 appear to have been in actual operation. These report 6 instructors and 213 students, of whom 172 were in English studies, and 31 in classical. Music, both vocal and instrumental, was taught in these, but of other advantages beyond these there appears no trace.—(Returns for 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Of schools engaged especially in preparing students for college there seems to be none in this State, except the preparatory departments of 4 colleges and of the State Industrial University. In the last named 153 preparatory students were reported for the year; in 3 of the former, 169, making 322 in all, of whom 33 were preparing for a classical collegiate course and 38 for a scientific. In 3 of these institutions 6 instructors are connected especially with the preparatory departments. In 1 other all the faculty instruct in this line, as well as in the collegiate classes.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

ARKANSAS INDUSTRIAL UNIVERSITY, FAYETTEVILLE.

This institution, established in accordance with the act of Congress making a grant of land for the benefit of agriculture and the mechanic arts, aims to supply at once the place of an agricultural college, a classical college, and a normal school. It proposes to impart a knowledge of science and its application to the arts of life, to afford to students the benefits of daily manual labor, to prosecute experiments for the promotion of agriculture and horticulture, to provide instruction in military science, and to offer a thorough general education not inferior to that of the best colleges.

Provision has been made for 238 beneficiaries who are entitled to four years' free tuition, as are also an equal number of normal students, who are apportioned among the several counties according to their respective populations.—(Catalogue of Industrial University, 1875–'76.)

OTHER COLLEGES.

Arkansas College, Batesville, (Presbyterian,) opens its doors to both sexes, and instructs in vocal and instrumental music, French, and German, in addition to the regular studies of its collegiate course. Students who desire to do so may substitute French or German for the mathematics of the senior year. The statistics from it are not very different from those of 1875.—(Catalogue for that year and return for 1876.)

Cane Hill College, Boonsboro', (Cumberland Presbyterian,) chartered in 1852 and reorganized in 1868, reports primary, preparatory, and collegiate departments in operation. Both sexes are admitted to all these. Painting and music are among the studies attended to.—(Report for 1875–'76.)

Judson University, Judsonia, (Baptist,) is a new institution, established in White County, near the head of navigation on the Little Red River, in railway communication with St. Louis, 292 miles distant, and with Little Rock, 53 miles away. Normal, business, and preparatory departments have been organized, and it is hoped that in due time regular collegiate classes will follow these.—(Report for 1875–'76.)

St. John's College, Little Rock, (Masonic,) still has the greater portion of its students, as in 1875, in its preparatory department, only 2 out of 48 being in a collegiate class. Of the remaining 46, however, 15 are reported to be preparing for a classical collegiate course.—(Return for 1876.)

Statistics of a university and colleges, 1876.

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	5	1	.....	79	$12,000	$4,000	$400	$1,800	.....	.....	500
Cane Hill College	5	....	67	10	5,000	.....	.....	.....	.....	.....	*130
Judson University	11	....	53	17	50,000	.....	.....	.....	.....	.....	130
St. John's College of Arkansas.	3	0	46	2	72,000	18,000	2,200	1,200	$0	.....	....
SCHOOL OF SCIENCE.											
Arkansas Industrial University.	12	....	153	67	300,000	130,000	10,400	1,977	11,249	.....	560

* Includes society library.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The trustees of the Arkansas Institute for the Education of the Blind, at Little Rock, in their biennial report, state that the institution is in excellent condition. All debts have been paid and the school is well organized, with a corps of competent and faithful officers and teachers. The number of pupils in attendance in 1875 was 35. Owing to the limited means provided by the State, the number of pupils in 1876 was reduced to 28, by discharging some, permitting others to remain at home temporarily, and by admitting as new pupils only a few of the most promising applicants.

The literary branches pursued are reading of raised print, orthography, writing, grammar and analysis, descriptive and physical geography, American, English, and universal history, English literature, science of familiar things, mental and written arithmetic, algebra, geometry and physiology. The teachers have been faithful, the pupils studious, and the progress satisfactory. Music is taught, not as an amusement, but as affording a means of support. An excellent organ, affording all the practice of a large church organ, has been recently purchased. In the shop, instruction is given in broom and mattress making, and chair seating. In the girls' workroom, a large variety of garments and other articles have been manufactured.—(Biennial report of the Institution, 1875, 1876.)

EDUCATION OF THE DEAF AND DUMB.

The Arkansas Deaf-Mute Institute reports an attendance of 46 pupils, (28 males and 18 females,) who were taught by 4 professors and instructors. Since its organization, in 1868, the institution has given instruction to 210 pupils, who have spent, on an average, from 3 to 4 years in it. The branches taught are reading, writing, arithmetic, geography, grammar, history, and philosophy.

The institute owns 92 acres of land and other property valued at $35,000.—(Report to the United States Bureau of Education, 1876.)

In consequence of a suspension of the school from April 21, 1875, to February 2, 1876, the number of pupils for the spring of 1876 was smaller than usual, and for the same reason an almost entire change in the corps of teachers had to be made.—(Letter from principal in American Annals of the Deaf and Dumb, July, 1876.)

LIST OF SCHOOL OFFICIALS IN ARKANSAS.

Hon. GEORGE W. HILL, *State superintendent of public instruction, Little Rock.*

COUNTY EXAMINERS.

County.	Examiner.	Post-office.	Term.
Arkansas	William C. Honeywell	De Witt	October, 1876, to October, 1878.
Ashley	J. H. Callaway*	Hamburg	Do.
Baxter	A. J. Truman	Mountain Home	April, 1877, to October, 1878.
Benton	J. R. Roberts	Avoca	October, 1876, to October, 1878.
Boone	J. P. Hicks	Rally Hill	November, 1876, to October, 1878.
Bradley	Sol. Gardner	Warren	October, 1876, to October, 1878.
Calhoun	O. H. P. Richardson	Hampton	January, 1877, to October, 1878.
Carroll	Isaac A. Clark	Berryville	Do.
Chicot	J. B. Talmant†	Lake Village	
Clark	John W. Wilson	Arkadelphia	October, 1876, to October, 1878.
Clay	H. L. Burgess	Boydsville	Do.
Columbia	R. T. Cole	Magnolia	Do.
Conway	O. M. Lucas†	Springfield	
Craighead	J. B. Hilles	Jonesborough	January, 1877, to October, 1878.
Crawford	Berkeley Neal	Van Buren	Do.
Crittenden	R. F. Crittenden	Marion	February, 1877, to October, 1878.
Cross	D. L. Thompson	Wittsburg	January, 1877, to October, 1878.
Dallas	William C. Holmes	Princeton	Do.
Desha	H. E. Drake	Watson	Do.
Dorsey	George Gray	Toledo	Do.
Drew	William I. Preston	Monticello	Do.
Faulkner	W. M. Caldwell	Conway	Do.
Franklin	R. H. Hooper	Ozark	November, 1876, to October, 1878.
Fulton	M. T. Price	Vidette	Do.
Garland	W. H. Barry	Hot Springs	January, 1877, to October, 1878.
Grant	J. C. Lester	Davysam	Do.
Greene	J. D. Markham	Gainesville	October, 1876, to October, 1878.
Hempstead	A. T. Deloney†	Washington	
Hot Springs	R. M. Thrasher†	Malvern	
Howard	T. W. Hayes	Mineral Springs	January, 1877, to October, 1878.
Independence	Isaac J. Long	Batesville	Do.
Izard	John H. Woods	La Crosse	Do
Jackson	Franklin Doswell	Jacksonport	Do.
Jefferson	In dispute		
Johnson	J. M. Atkins†	Clarksville	
Lafayette	F. Thurm	Lewisville	January, 1877, to October, 1878.
Lawrence	J. K. Gibson	Powhatan	Do.
Lee	J. M. Doggett	Marianna	October, 1876, to October, 1878.
Lincoln	D. H. Rosseau	Star City	January, 1877, to October, 1878.
Little River	Lewis Forrester	Rocky Comfort	October, 1876, to October, 1878.
Logan	A. J. Ragan	Morrison's Bluff	January, 1877, to October, 1878.
Lonoke	A. A. McKay†	Austin	
Madison	D. C. Bolinger†	Huntsville	
Marion	J. M. Fee*	Yellville	October, 1876, to October, 1878.
Miller	M. W. Edwards†	Texarkana	
Mississippi	F. M. Pettey	Osceola	January, 1876, to October, 1878.
Monroe	S. J. Price†	Clarendon	
Montgomery	John A. Watkins	Mount Ida	January, 1877, to October, 1878.
Nevada	W. E. Atchinson	Prescott	October, 1876, to October, 1878.
Newton	R. W. Harrison	Jasper	Do.
Ouachita	B. F. Morgan	Camden	Do.
Perry	R. W. Flower	Perryville	January, 1877, to October, 1878.
Phillips	W. J. Vineyard	Vineyard	Do.
Pike	M. M. Mooney	Murphreesborough	Do.
Polk	S. H. Kelley	Dallas	October, 1876, to October, 1878.
Prairie	H. M. Lynn	Hazen	January, 1877, to October, 1878.
Pulaski	R. H. Parham, jr	Little Rock	December, 1876, to October, 1878.
Poinsett	C. O. Turbiville†	Harrisburg	
Pope	O. H. Tucker	Atkins	October, 1876, to October, 1878.
Randolph	A. F. Kerr	Pocahontas	January, 1877, to October, 1878.
Saline	Sam. T. Scott	Benton	Do.
Scott	P. McPhetridge	Waldron	Do.
Searcy	John R. Robinson	Marshall	October, 1876, to October, 1878.
Sebastian	John P. Leake	Greenwood	Do.
Sevier	A. J. Marsh	Locksburg	January, 1877, to October, 1878.
Sharp	George Lucas	Ash Flat	Do.
Saint Francis	W. L. Morris	Forrest City	April, 1877, to October, 1878.
Stone	J. F. Patterson	Mountain View	October, 1876, to October, 1878.
Union	J. B. Moore	Eldorado	January, 1877, to October, 1878.
Van Buren	W. E. Wilson	Clinton	Do.
Washington	David Bridenthal	Fayetteville	Do.
White	B. B. Baker	Searcy	October, 1876, to October, 1878.
Woodruff	C. W. Montague	Augusta	
Yell	W. B. Morrow	Dardenelle	October, 1876, to October, 1878.

* These gentlemen have resigned.
† These officials hold over until their successors are appointed, as provided for by law.

CALIFORNIA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of children of school age, (5–17).	171,563	184,787	13,224	.....
Number enrolled in public schools.	130,930	140,468	9,538	.....
Average monthly enrolment	.....	91,748	.....	.....
Average daily attendance	78,027	83,391	5,364	.....
TEACHERS AND THEIR PAY.				
Whole number employed in public schools.	2,693	2,982	289	.....
Average monthly salary of males.	$84 93	$85 00	$0 07	.....
Average monthly salary of females.	68 01	68 15	14	.....
DISTRICTS AND SCHOOLS.				
Number of school districts	1,579	.....	.....	.....
Number of public schools	2,190	2,729	539	.....
Average duration of school in days.	149	143.82	.....	5.18
INCOME AND EXPENDITURE.				
Receipts from State tax	$1,031,531 53	$1,174,962 92	$143,431 39	.....
Receipts from local tax	1,431,212 72	1,249,264 38	.....	$181,948 34
Receipts from permanent fund.	179,276 96	169,249 99	.....	10,026 97
Receipts from other sources	748,338 09	138,033 70	.....	610,274 39
Total receipts	3,390,359 30	2,731,540 99	.....	658,818 31
Expenditure for sites, buildings, and furniture.	421,279 36	440,357 20	19,077 84	.....
Expenditure for libraries and apparatus.	44,675 74	59,629 54	14,953 80	.....
Expenditure for salaries of superintendents.	43,622 00	43,297 00	.....	325 00
Expenditure for salaries of teachers.	1,810,479 62	1,976,154 61	165,674 99	.....
Expenditure for fuel, light, rent, repairs, &c.	381,806 62	370,781 11	.....	11,025 51
Total expenditure	2,701,863 34	2,890,219 46	188,356 12	.....
PROPORTION OF EXPENDITURE				
Expense per capita of school population.	15 75	13 21	.....	2 54
Expense per capita of enrolment in public schools.	17 09	17 37	28	.....
Expense per capita of average attendance.	28 82	29 26	44	.....

(From returns of Hon. E. S. Carr, State superintendent of public instruction, for the years 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

The main authority relied on here is Swett's History of the Public School System of California, Mr. Swett having been so intimately acquainted with that system from the outset as to make him a sufficient witness for all important facts. Other authorities, however, have been consulted, and particularly the school laws and State reports.

LAYING OF FOUNDATIONS.

Acquired from Mexico in 1848 and admitted as a State in 1850, California had no time to institute a territorial school system. Provision for a State system was, however, made by the convention which prepared in 1849 the constitution under which admission to the Union was secured, for in this instrument directions were given for the appropriation to school purposes of the 500,000 acres granted by the General Government to each new State for internal improvements, as well as the sixteenth and thirty-sixth section lands in every township. The legislature was also directed to provide for the election of a State superintendent of public instruction, for the encouragement of intellectual and scientific improvement, for the institution of a system of common schools by which a school should be sustained in each district for at least three months in every year, and for the protection, improvement, or other disposition of lands granted for a university. The lands devoted by this constitution to the school fund were sufficient to make this a magnificent endowment for a noble system of free schools; but, as has been too common with new States, the speculators proved stronger than the friends of education, and sales which, wisely delayed and made with care, might have brought in many millions for the schools brought only about a poor $600,000 in the end.

SCHOOL LAWS AND SUPERINTENDENTS.

The first State school law, passed in 1851, was cumbersome in its provisions for disposing of school lands and contradictory to itself in those for distribution of school funds, in which distribution sectarian schools were allowed to share in common with State schools. But, in accordance with recommendations made by superintendent John G. Marvin, (1851-'54,) the legislature, in 1852, passed a revised school law much more consistent and complete. By this law a State board of education was established, county assessors were made ex officio county superintendents, three school commissioners in each district were to be elected for one year, constables were to act as school census marshals, and the State school fund was to be apportioned on the basis of the number of children between 5 and 18 years of age. No books of a denominational or sectarian character were to be used in any common schools. A State school tax of 5 cents on each $100 was directed to be levied; the common councils in incorporated towns were authorized to raise a school tax not to exceed 3 cents on $100 and to levy the same amount, "provided that no school should receive any apportionment of public money unless free from all denominational and sectarian bias, control, or influence whatever." In 1853 this law was changed, in some matters for the worse, cities, for instance, being given the power to raise by tax whatever amount of money was deemed necessary for school purposes, and religious and sectarian schools being allowed a pro rata share of the school fund.

On January 1, 1854, Hon. Paul K. Hubbs, who had been elected as successor to Mr. Marvin for 1854 to 1857, assumed the office of State superintendent, and in his first report, on the 24th of that month, stated that about half the school lands still remained unsold, argued for a reservation of the sales of township sections as a basis for township school funds, recommended a distribution of the school fund according to attendance rather than to population, and urged the establishment of a State university. In his next report he advocated the establishment of a State industrial school and the abolition of the county superintendency. During his incumbency, but apparently not through his influence, a new school bill was passed (in 1855) which, among other enactments, limited the power of cities as to the levy of a school tax, provided that no school should be entitled to any share of the public fund that had not been taught by teachers duly examined and approved by legal authority, and decreed that no sectarian books should be used and no sectarian doctrines taught in any public school, under penalty of forfeiting the public funds. This settled then and probably forever in the State the question of sectarian instruction in the public schools.

In 1857 Mr. Hubbs was succeeded by Mr. Andrew J. Moulder, (1857-'63,) whose first report showed that, while the number of schools had increased nearly sevenfold, and the number of teachers nearly ninefold, the State contribution for schools had diminished by almost one-half and the pay of teachers from it to less than one-sixteenth of what it had been; that parents, consequently, were forced to make up deficiencies; and that the schools were not really free schools. He therefore recommended an in-

crease in the rate of county school taxation, in order that the schools might be made truly free. It was not, however, until the following year that his suggestion was acted on. The legislature of 1858 provided that school districts, by a vote of the people, could levy a district tax for the support of schools or for building school-houses, under the restrictions that the district must have maintained a school four months, that the public money must be insufficient to defray one-half the expense of another term, that a tax for supporting a school and for building a school-house could not both be levied the same year, and that the trustees considered the tax advisable. Several important amendments were made to the school law by the legislature of 1860. The maximum rate of county school tax was raised from 10 to 25 cents on $100, and both State and county boards for examining teachers were provided for. The State superintendent was authorized to hold a State teachers' institute annually, an appropriation of $3,000 being made for payment of expenses, as well as one of $30,000 for building a State reform school at Marysville. In 1862, after repeated recommendations to that effect by Superintendent Moulder, the legislature passed an act to establish a State normal school, appropriating $3,000 for the purpose. The school was located at San Francisco and was opened during that same year.

In 1863, Mr. John Swett, the author of the history from which this sketch is drawn, became State superintendent. He held office for two terms, (1863–'68,) his first having been cut short by a change in the constitution. To him was referred by the senate committee on education the task of revising and codifying the school laws. Public opinion was not yet sufficiently awakened to secure any very liberal taxation for support of schools, but some provisions looking toward good tax collections were incorporated into the law, while a step backward was taken in providing for assessing and collecting rate bills. In 1864 a supplementary bill, prepared by Superintendent Swett and passed by the legislature, directed the levying of an annual State school tax of 5 cents on each $100 of taxable property in the State, with a county school tax equal to at least $2 for each child between 4 and 18 years of age; raised the maximum rate of county tax allowed by law from 25 to 30 cents on each $100 of taxable property, and made it the imperative duty of school trustees to levy a direct property tax sufficient to maintain a public school 5 months each year whenever the State and county school money should be insufficient for that purpose. In 1866, by the passage of a revised school law, the State school tax was raised to 8 cents on the $100 and the minimum county tax to $3 per census child, both provisions together increasing the school revenue by at least $125,000 a year. The last school report of Superintendent Swett opens with the remark that the school year ending June 30, 1867, makes the transition period of California from rate bill common schools to an American free school system. For the first time in the history of the State every public school was made entirely free for every child to enter.

Superintendent Swett was followed by Rev. O. P. Fitzgerald, (1868–'72.) The first important occurrence under this administration was the passage by the legislature of 1868–'69 of a bill to provide for organizing a State university. In 1870 the revised school law was reënacted under the title of the California school law, but was not changed in any of its main features. The sections relating to rate bills were stricken out, being no longer needed; the State Normal School was taken from the hands of the State board of education and placed under the control of a board of normal school trustees appointed by the governor; while the State tax for schools was raised to 10 cents on $100.

Superintendent H. N. Bolander succeeded Mr. Fitzgerald in 1872, remaining in office until 1876. He had the pleasure of witnessing and aiding in a great advance in the prosperity of the State school system, of welcoming an appropriation of $300,000 for the buildings of the University, and of seeing the institution settled in these buildings, with a president and faculty well adapted to the work. He labored successfully for the procurement of a compulsory school law, for an apportionment of at least $500 annually to each school district, and for the securing of a State uniformity in text books, directing also his endeavors for some time to an improvement in the quality of teachers, and consequently in the instruction to be given in the schools.

On his retirement Dr. Ezra S. Carr, previously of the agricultural department of the university, succeeded to the superintendency for a term of four years from 1876, Mrs. Carr being associated with him as deputy superintendent.

SUCCESSION IN THE SUPERINTENDENCY.

The successive State superintendents, as may be seen from the preceding sketch, have been as follows:

Under the first constitution, which prescribed a term of three years, each holding office till his successor was qualified, (1) Mr. John G. Marvin, 1851–'54; (2) Hon. Paul K. Hubbs, 1854–'57; (3) Mr. Andrew J. Moulder, 1857–'63, two terms; (4) Mr. John Swett, 1863, elected for a term of three years, which, by a change in the constitution, was cut short to eleven months.

Under the second constitution, which prescribed a term of four years, (1) Mr. John

Swett, 1864–'68; (2) Rev. O. P. Fitzgerald, 1868–'72; (3) Mr. Henry N. Bolander, 1872–'76; (4) Prof. Ezra S. Carr, term 1876–'80.

Since 1872 there have been chosen two deputy superintendents, Mr. J. H. Eikhoff, aid to Superintendent Bolander, 1872–'76, and Mrs. E. S. Carr, aid to Superintendent Carr for his term, 1876–'80.

ELEMENTARY INSTRUCTION.

THE SCHOOLS.

Mr. Swett (p. 36 of his history) says that in general the school-houses are comfortable, furnished with modern styles of desks, and fairly supplied with maps, charts, and simple school apparatus. The average length of term is seven and a half months. There is a good course of study laid out by the State board, but carried out to only a limited extent in county districts. Each school is supplied with a small library, secured by an annual State appropriation of one-tenth of the school moneys.

POPULAR INTEREST IN PUBLIC SCHOOLS.

An intelligent correspondent of the London Times, writing from San Francisco, says, respecting an observed increase of truancy and absence from the schools throughout the State: "Discouraging as these facts might seem to one reading them at a distance, it is impossible to live among the people and see the interest taken in the schools by the most intelligent and those who socially are the most influential in the country without feeling that the inert mass of ignorant foreign born voters will eventually be carried along by a force of public example that must prove irresistible. The cost of maintaining these schools is a heavy charge upon the taxpayers; yet I have never heard any grumble at the expense; and if there are any who begrudge it, they are certainly not sufficiently numerous to find an organ to represent them among the newspapers of the State. It is noticeable, too, that in ten years the number of children attending private schools has decreased 21.17 per cent., the pupils having been transferred to the public schools. These schools, however, are not mere pounds for stray children, but steps of a ladder reaching from the nursery to the State university; and many who could afford to send their children to the best private schools prefer to send them to the public schools."

MODE OF APPORTIONING SCHOOL-FUNDS.

The same correspondent writes, on this point: "In order to make a description of the method of distributing the State school apportionment intelligible, it will be necessary to explain what a "school district" is and how it is formed. The Californian school district, then, is not an area of ascertained extent set out by metes and bounds, the segregation of a neighborhood and the formation of a district depending upon population; for, supposing two or three families to number among them as many as 15 children between the ages of 5 and 17, and to be unprovided with an easily accessible school, they may constitute a district. In 1875 there were 1,579 school districts in the State and 2,190 schools. Until 1874, the law providing for the distribution of school moneys by the State and county was unfair to the small districts, because the apportionment was made according to the number of census children in a district, and as much money was required to maintain a school and pay a teacher in a district with 15 as in one with 50 children. Thus hundreds of districts did not receive sufficient funds to maintain every year the three months' school guaranteed by the constitution to every district in the State. The State legislature of 1874, however, adopted a system of apportionment recommended by the State superintendent, Mr. Henry N. Bolander, and in 1875 every district in the State received at least sufficient funds to provide for a six months' school, while 49.53 per cent. of the districts maintained an eight months' school. By the new law, $500 have been fixed as the minimum amount which every district must receive for every teacher assigned to it; and for every 100 census children, or fraction thereof, being not less than 15, one teacher is to be assigned. Besides providing that the school revenue shall be sufficient to give $500 for every teacher assigned to any district, it is enacted that where, after the funds have been distributed at this rate, a balance remains, this balance is to be apportioned, in proportion to the number of census children, among districts having not less than 50 census children. The result of a year's experience of the working of this law is that $500 are not enough to maintain an eight months' school in a majority of the districts, and the superintendent recommended, in his last report, that the minimum grant to each district should be raised to $600.

"The importance of this question of the pay of teachers as affecting the quality of the instruction the children will receive is fully recognized, and, making allowance for the comparatively low purchasing power of gold here, the salaries paid are not high, while they are, at least in the cities and populous districts, generally sufficient to enable the teachers to live in comfort."

KINDERGARTEN.

A Kindergarten school at Los Angeles, under the instruction of Miss Emma Marwedel,

formerly of Washington, D. C., with 20 children in attendance, reports that all Frœbel's gifts are possessed and all his occupations attended to, mostly in the open air, under an 80-foot arbor of evergreen pepper trees, each child having a veritable little garden of its own. The exercises occupy 3½ hours each day for 5 days of the week and 40 weeks in a year.—(Return for 1876.)

CITY SCHOOL SYSTEMS.

SAN FRANCISCO.

The foundations of a State school system having been laid, as before stated, in the constitution of 1849, San Francisco took the lead in organizing under it a free public school. The first public school ordinance of any kind passed in the State was one by her city council, adopted April 8, 1850, authorizing J. C. Pelton, a teacher from the East, to open in the Baptist chapel a city public school, to contain not more than 100 scholars, who should be instructed free of charge. The rush to this free school was so great that the number to which it had been limited had to be exceeded by one-half, and eventually was trebled. It was continued till September 25, 1851, when, under a new school ordinance, a city superintendent and other teachers were appointed, and Mr. Pelton temporarily retired.

The succession of city superintendents from that period has been as follows: Appointed by the board of education, Thomas J. Nevins, 1852–'53; William H. O'Grady, 1854–'55. Elected by the people, E. A. Theller, 1856; John C. Pelton, 1857; Henry B. Janes, 1858–'59; James Denman, 1860–'61; George Tait, 1862–'65; John C. Pelton, 1866–'67; James Denman, 1868–'70; J. H. Widber, 1871–'73; James Denman, 1874–'75; H. N. Bolander, 1876–'78.—(Swett's History, pp. 12–14, 16, 90.)

Organization.—The school organization here consists of a board of education of 12 members, a superintendent of schools, a deputy superintendent, a secretary, a clerk, a copyist, and a messenger; also, under a general school law, a city board of examination, composed 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, 272,345; number of children between 5 and 17 years of age, 46,238. This is the age for which public money can be drawn, though the minimum of age for attendance at school seems to be fixed at 6 years. Number of children between 6 and 17 years of age, 42,287; number enrolled during the year in all public schools, 34,029—boys, 17,995; girls, 16,034; increase for the year, 2,901; average number belonging, 24,150; increase for the year, 1,703; average daily attendance, 22,761; increase for the year, 1,747. Number attending private and church schools, (not including Chinese,) 6,655; increase for the year, 561. Total attendance upon public and private schools, (not including Chinese,) 35,289; increase during the year, 2,984. Number of children, 5 to 17 years of age, who have not attended school at any time during the year, 10,949. Total enrolment in public high schools, 756; in grammar schools, 12,808; in primary schools, 17,549; in evening schools, 2,916; number of school-houses, 56; of teachers: men, 67; women, 507—total, 574. Total expenditures in 1876, $867,754.89; increase during the year, $160,309.53; income, $799,191.27.

Remarks.—Commendable progress has been made in the different studies pursued in the public schools. During the last six months of the year several measures calculated to improve the system were introduced, among which are a general revision of the course of study and the suppression of some text books deemed superfluous. This imposes upon the teacher the duty of condensing the instruction in the branches in question and of presenting it to the class in the simplest and most direct manner. An effort has been made to contract the amount of arithmetical work, with a view to making it more immediately practical, and a considerable number of obsolete and useless subjects have been entirely dropped. The same object has been sought in revising the course in grammar. Much attention is paid to the actual writing of good English, and but little to the formal and mechanical processes of parsing and analysis.

There are two public high schools, with an average total of 646 pupils, divided into 24 classes and taught by 29 teachers, of whom 12 are men. The assistant superintendent, who visited them frequently during the year, commends the work done, with the exception that too much time and thought, he thinks, seem to be given to marking recitations. The present elastic character of the course in the boys' high school is a great improvement on the rigid routine of the past.

The want of a suitable normal school in the city has long been felt, and an important step toward such a school has been taken in the establishment of a normal class, numbering at present about 36 members, in connection with the girls' high school, which gives one year's instruction in methods of teaching to graduates of that institution.—(Report for 1876 of Hon. Henry N. Bolander, city superintendent, pp. 2, 18, 36–39, 61–63.)

SAN JOSÉ.

Organization.—A board of education, city superintendent, and city board of examiners.

Statistics.—Estimated present population, 16,000. Number of children of legal school age, (5–17,) 3,074; enrolled in public schools, 2,374; average daily attendance, 95 per cent. of enrolment. Teachers employed, 42; wages of these, $750 to $1,500. Salary of superintendent, $1,500. Enrolment in private and parochial schools, 526. Receipts for public schools, $89,060; expenditures, $65,237, leaving a balance of $24,823. Average cost per pupil, estimated on the basis of average attendance, $27.

Remarks.—Additional to the above enrolment, there appear in another portion of the report 35 colored children, who seem to have formed a school by themselves, having an average attendance of 23. Of the whole number of school age, 760 white, 10 negro, and 3 Indian children are reported as not attending any school. The schools below the high school are of eight grades, with one class of mixed grades; and as the value of the school libraries is set down at $1,500, it may be inferred that the children and teachers have a fair amount of books for miscellaneous reading out of school. A new course of study has been prepared, omitting much that has been found to be unprofitable, and it is hoped that this will enable pupils to complete the usual curriculum in less time and with greater proficiency than in the past. Special teachers of drawing and penmanship are employed.—(Report of City Superintendent L. J. Chipman, for 1875–'76.)

STOCKTON.

Organization.—A board of education, city superintendent, and city board of examiners.

Statistics.—Estimated present population, 15,000. Children from 5 to 17 years of age, 3,327; enrolled in public schools, 2,800; average daily attendance, 2,301. School buildings, 9; rooms, 31; sittings for study, 1,740. Teachers employed, 32; wages of these, $900 to $2,000. Salary of superintendent, $900. Enrolment in private and parochial schools, 120. Receipts for public schools, $61,302; expenditures, $41,602, leaving a balance of $19,700. Average expense per capita for supervision and instruction, with incidental and contingent expenses, $17.46.—(Return of Superintendent G. S. Ladd to Bureau of Education, for 1876.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, SAN JOSÉ.

Applicants for admission here must declare that their purpose in entering is to prepare themselves to teach and that they intend to teach in the public schools of California. That declaration made, they may, if ladies, enter at 16; if gentlemen, at 17 years of age, provided they give evidence of good moral character and stand an examination, such as would be required to obtain a third grade certificate as teachers, or provided they can present a valid certificate, State or county, of any grade. Even certificated teachers, however, must be examined for classification; for the junior class, in elementary studies; for more advanced standing, in all the studies gone over by the class it is proposed to enter. Having entered, they receive free tuition, with the advantage of a well selected apparatus and of a library of about 1,100 volumes, in a course which covers two years. If not prepared for this course, however, they may enter a preparatory class, connected with the school; in which case a tuition fee will be required. All who enter undergo a monthly examination.

During the past year the requirements for admission have been raised somewhat, and such pupils as were judged unfit to make successful teachers were dropped to give place for others of higher type. The school year 1875–'76 was entered on with an enrolment of 292, and progressed with an average monthly enrolment of 342, the average attendance exceeding by 60 the highest number enrolled the preceding year. At the close of 1876 the number of normal students for the year was reported to be 501; of other pupils, (probably in the model school, connected with the institution,) 134. Including the principal, 11 teachers were employed, 3 of them in the preparatory and model schools. Drawing and vocal music were among the branches taught. The graduates for the year were 38. Of the 2,800 teachers in the public schools of the State, 240 are graduates of this school.—(Return to Bureau of Education and report for 1875–'76.)

OTHER NORMAL TRAINING.

The proposition, mentioned in the report of this Bureau for 1875, to establish a normal school for San Francisco has been so far carried out that a normal class has been connected with the girls' high school. This class is meant to give to the graduates of that school who wish to become teachers a year's instruction in methods of teaching. A competent teacher has been put in charge, and the class in 1876 numbered 36 members. Two classes in a model school at hand have been set aside as training classes,

and members of the normal class are detailed in turn to take charge of them, under the supervision of experienced teachers. It is hoped that by this means a corps of well trained recruits may be prepared to supply the frequent vacancies occurring in the city schools.—(City report for 1875–'76, p. 63.)

Then, in any county with twenty or more school districts, the county superintendent of schools is required to hold each year at least one teacher's institute of from 3 to 5 days' continuance, and every teacher employed in a public school in the county must attend such institute and participate in its proceedings. An opportunity is thus afforded to intelligent superintendents to instruct and improve considerably the teachers already in the field.—(State School Law of 1874, p. 10.)

SCHOOL JOURNALS.

The California Teacher, established July, 1863, and conducted under the auspices of the State Educational Association till 1873, became the organ of State Superintendent Bolander at the latter date and continued to be published by him till 1876. In that year the legislature cut off the State subscription, on which the journal had largely depended for its support, and its issue ceased in April. An important element of information and improvement for the teachers of the State was thus cut away.

The Los Angeles Schoolmaster, published during 1875, and devoted to the educational interests of Southern California, has not appeared at the Bureau of Education since that year, and whether it still pursues its useful work is thus unknown.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Respecting the 14 public high schools in this State there is yet no approximation to a full return, except through the State reports which come every second year. For 1876 the only returns are from San José, where were 34 high school pupils under 2 teachers; from Oakland, where 8 teachers instructed 135 pupils; and from San Francisco, where 12 male and 17 female teachers had under their charge, in a high-school for boys and one for girls, an average of 646 pupils out of a total enrolment of 756. The enrolment in the remaining 11 high schools for 1875–'76 is given by Mr. Swett as 472, at page 232 of his history, besides 1,800 pupils in first grade schools, pursuing an advanced or partial high school course. The course in the San Francisco schools is of 3 years, and is meant to prepare for either the ordinary business of life or for the classes of the university. The classical course, looking to this latter end, embraces, besides a good range of English studies, Cornelius Nepos, 6 orations of Cicero, the Eclogues of Virgil and 6 books of the Æneid, 3 books of Xenophon's Anabasis, and 2 of Homer's Iliad. The graduates from these two schools in 1876 were 112, of whom 8 were from the classical course.—(City reports for 1876.)

PRIVATE SECONDARY SCHOOLS.

In 2 schools for boys, 8 schools for girls, and 8 others for both sexes, outside of the public school system, there have been reported to this Bureau 2,590 pupils, under 142 teachers. Of these, 248 are in classical studies, 519 in modern languages, 41 preparing for a classical course in college and 22 for a scientific course. Drawing is taught in 16 of these schools, vocal music in 16, and instrumental music in 13. Chemical laboratories are reported by only 2, philosophical apparatus by only 2, and libraries of 40 to 3,000 volumes by 13, the aggregate number of volumes reaching 10,330.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Five schools professedly of this class — 1, however, a military academy, 1 a public high school, and 2 chartered as colleges — make return of 34 teachers and 427 pupils, of whom only 18 are specifically reported to be preparing for a classical collegiate course and 40 for a scientific course. The so-called colleges appear to be the lowest in the scale here, one having "no course yet fixed;" the other, few pupils beyond "a juvenile department, to which pupils are admitted as soon as they are able to read." The full course in one of the 4 with fixed courses is 3 years, in 2 is 4 years, and in the remaining one, 6. Only 2 possess any apparatus for chemical experiments, and as many some means for gymnastic exercise, while 3 report apparatus for illustration of natural philosophy. All have libraries of 158 to 2,500 volumes, the whole number of volumes being 5,558.

Returns from 14 colleges with preparatory departments show in these 18 instructors, exclusive of professors, and 809 pupils, 123 of these being in preparation for a classical collegiate and 209 for a scientific course. Total of preparatory teachers, 52; of preparatory students, 1,236; preparing for collegiate classical course, 141; for a scientific course, 249.—(Returns to Bureau of Education, 1876.)

BUSINESS COLLEGES.

The Sacramento and San José business colleges return, for the year covered by this report, 8 instructors and 219 students, 10 of whom were in phonography, 41 in teleg-

raphy, 9 in German, 14 in French, and 7 in Spanish. Heald's, in San Francisco, reports only through its publications, which show 15 instructors, but give no indication of the number beyond the fact that increase of these has compelled a large increase of accommodations. In all the three there appear to be ample opportunities for securing a good business training, including commercial law and forms, arithmetic, penmanship, and the languages and occupations above indicated.—(Returns to Bureau of Education for 1876.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF CALIFORNIA.

History.—Provision for the endowment of a State university out of the proceeds of the congressional land grant for that purpose was made in the first constitution of the State, in 1849. It was not, however, until 1868 that a bill passed the legislature for the establishment of such a university, with which was to be connected an agricultural college, a bill for organizing which had passed two years before. September 23, 1869, the university commenced its sessions in the buildings of the College of California, at Oakland, with an attendance of about 50 students and a faculty of 9 professors. The College of California soon transferred to it extensive grounds at Berkeley, opposite San Francisco, and on this site the university buildings were erected out of an appropriation of $300,000 made in 1870 by the legislature. On the completion of these buildings, in 1873, the faculty and students were established in them, the work of beautifying and improving being left to go forward as means for it should be supplied.

From the first the institution was made free and was opened to young women as well as to young men.

In November, 1868, Gen. George B. McClellan had been elected president, and, on his declining, Prof. John Le Conte was asked by the regents to act as president pro tempore. He served as such till 1870, when Henry Durant, esq., who had been active in efforts to establish the university and secure to it the transfer of its present site, was chosen to preside. In 1872 he resigned, and was succeeded by Prof. D. C. Gilman, of Yale College. After a highly successful administration, he resigned, in March, 1875, to accept the presidency of the Johns Hopkins University, Baltimore, and was succeeded by Prof. John Le Conte.—(Swett's History, pp. 165, 166.)

The students at Berkeley are not only enrolled in separate colleges, but in each college they may enter in regular or special courses, the regular leading to a thorough and systematic education, the special to proficiency in a single branch or a few correlative branches. The colleges of the university are 7: of letters, of agriculture, of mechanics, of mining, of engineering, of chemistry, and of medicine. The California College of Pharmacy has been affiliated with the university, retaining its own organization. The college of letters, the first mentioned, has two courses, a classical and a literary, the qualifications for entrance on the former being up to the highest requirements of the best colleges; those for the latter, somewhat beyond the requirements for entering the college of science. Candidates for advanced standing, in addition to the preparatory studies, are examined in those already pursued by the classes they propose to enter.

Young ladies have the same opportunities for study as young men, and the number availing themselves of these opportunities has increased with almost uniform steadiness from the beginning, 45 being found on the register for the current year.

The apparatus for illustration of the studies pursued appears, from the account given of it, to be unusually complete for so young an institution, and is receiving continual additions. The collections in the museums of archæology, ethnology, zoölogy, botany, geology, and mineralogy are also quite considerable and on the increase; while in the engineering department, besides a valuable collection of surveying instruments, is an excellent assortment of models in wood of the various bonds of masonry and of different walls, arches, gateways, &c., recently received from Shröder, of Darmstadt. These are supplemented from the same source by a large number of models of joists and fastenings in carpentry and framework. By the munificence of Mr. James Lick, provision has been made, too, for the erection and equipment of a first class observatory, ($700,000 being devoted to this purpose,) which, when completed, is to be turned over to the regents of the university.—(Register of the university for 1876–'77.)

OTHER COLLEGES.

College of St. Augustine, Benicia, (Protestant Episcopal,) is under the special care of the bishop of Northern California, with 11 assistants, and aims to give a thorough physical, mental, and religious training to the young men who enter it. As one means toward the first, a system of military drill has been connected with the daily duties.—(Catalogue for 1874–'75 and notice for 1876 in Protestant Episcopal Almanac.)

Franciscan College, Santa Barbara, (conducted by the fathers of the order of St. Francis,) has for its object to give a good English, mathematical, classical, and philosophical education at the lowest possible cost, which is put at $215 per session, music, French, and German being extra.—(Advertisement in Sadlier's Directory for 1877.)

Hesperian College, Woodland, (Christian,) for both sexes, has classical and scientific courses and no preparatory department.—(Return for 1876.)

Pacific Methodist College, Santa Rosa, both sexes. Candidates for a degree have the choice of four courses of study, the regular classical and scientific, and two special courses for women leading to the degrees of "mistress of arts" and "mistress of science." Those women who choose to do so, however, can pursue the regular classical and scientific courses and receive the usual degrees. There is also a department in pedagogics for those who wish to become teachers, and a commercial course designed to prepare for a mercantile life.—(Catalogue for 1875–'76.)

Pierce Christian College, Colusa County, opened in 1874 by the Christian Church at College City from means left by Andrew Pierce. Both sexes are admitted. Primary, preparatory, and collegiate departments have been organized. Music, painting, and the modern languages are optional studies.—(Catalogue 1875–'76.)

St. Ignatius College, San Francisco, conducted also by the Jesuit fathers. Incorporated and empowered to confer academic degrees in 1859. The course of study embraces the Greek, Latin, and English languages, poetry, rhetoric, elocution, history, geography, arithmetic, book-keeping, penmanship, mathematics, chemistry, and mental, moral, and natural philosophy. French and Spanish are optional studies.—(Catalogue 1875–'76.)

St. Mary's College, San Francisco, conducted by the Christian Brothers. The studies are divided into two courses, collegiate and commercial. The usual academic degrees are conferred. The Brothers are trained to the work of education, this being the sole object of their society. They live in the same house, sit at the same table, preside at the recreations, and, as far as possible, form a family circle with the students, in order the more easily to gain their confidence and the more successfully to direct their studies. –(Catalogue, 1875–'76.)

Santa Clara College, Santa Clara, under the control of the Jesuit Fathers. For young men exclusively. There are preparatory and collegiate departments, the latter embracing classical and scientific courses. The college reports a full staff of professors, a complete philosophical apparatus, a well supplied chemical laboratory, and an interesting museum of natural history. Practical lessons are given in telegraphy and photography.—(Catalogue 1875–'76.)

The University of the Pacific, Santa Clara, (Methodist Episcopal,) presents, as before, four courses: a preparatory, classical, Latin-scientific and scientific, to all which young women, as well as young men, are admitted. A special class in instrumental music also appears, while for those who wish to prepare for business there is a commercial department, in which are taught commercial calculations, book-keeping, banking, telegraphy, &c.—(Catalogue for 1874–'75.)

Washington College, Washington, is, like the State university, designed for both sexes, and its curriculum is so arranged as to accord in its main features with the university course, thereby making admission to that institution more easy to those who may wish to enter any of its classes. Moral and religious training goes hand in hand with the intellectual; but that training is, as far as possible, conducted on the broad general principles of Christianity, without reference to any sect or denomination. Honor is the central thought in the discipline, a sense of what is right, just, and true being constantly appealed to. Physical training is also provided for.—(Catalogue for 1874–'75.)

COLLEGES FOR WOMEN.

Only one institution claiming to be for superior instruction of young women exclusively reports itself from California for 1876, and that by circular alone. This is the Young Ladies' Seminary of Benicia, near Mount Diablo, of the Coast Range. It presents 10 instructors, but does not give the number or classification of its students. Vocal and instrumental music, drawing, painting in oil and water colors, French, and German are among the branches taught.

In Washington College, Alameda County; the University of the Pacific, Santa Clara; Pierce Christian College, Colusa, and in the University of California, Berkeley, women, as has been said, are admitted to equal privileges with men in the college courses, and a number of female names appear upon their lists. In the Pacific Methodist College, Santa Rosa, a special course for young ladies is arranged, comprising 3 years, in which, besides the higher English studies, Latin, French, German, and Spanish are taught, at least one of these modern languages being required. Ladies who wish to do so can also pursue the regular classical and scientific course, having the same teachers, with the same modes of instruction, and receiving the usual degree of B. A.—(Catalogues of these colleges.)

Statistics of universities and colleges, 1876.

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.	
California College	9	1	45	23	$50,000	$20,000	$1,900	$3,750	$0	$0	2,500
Christian College of the State of California.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
College of our Lady of Guadalupe.	3	....	41	.....	.....	.....	.....	.....	.....	.....	*a*795
Hesperian College	8	....	0	152	30,000	50,000	5,000	6,000	.....	.....	375
Missionary College of St. Augustine.*	14	0	27	62	30,000	.....	.....	20,000	0	.....	600
Pacific Methodist College.	10	....	134	64	40,000	.....	.....	7,000	.....	.....	*a*960
Pierce Christian College.	6	....	110	17	12,000	45,700	5,200	1,000	.....	45,700	50
St. Ignatius College	25	....	*b*758	.....	.....	.....	.....	.....	.....	.....	*a*10,000
St. Mary's College	30	0	124	103	250,000	0	0	58,000	0	0	*c*3,000
St. Vincent's College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Santa Clara College	24	....	20	180	*120,000	.....	.....	.....	.....	.....	*a*11,700
University of California.	31	0	0	*d*177	805,000	750,000	.....	0	0	0	*a*13,724
University of the Pacific	11	....	212	59	60,000	40,000	3,000	7,200	.....	.....	*a*1,975
Washington College	10	....	96	18	32,000	.....	.....	8,000	.....	.....	.....

* From Report of Commissioner of Education for 1875.
a Includes society libraries.
b Unclassified.
c Society libraries.
d Also 3 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The various scientific colleges of the university—as the colleges of agriculture, mechanics, mining, engineering, and chemistry—are designed to give their students a good introduction to the principles of modern science, together with special instruction in the particular departments they may choose. The first two years in all these colleges include nearly the same studies. A solid foundation is laid in these years for all higher pursuits by the careful study of mathematics and the elements of chemistry, natural philosophy, &c., as well as of English, French, and German. At the beginning of the third year the special subjects are made to predominate and general studies receive a subordinate degree of attention.—(Register of the university for 1876–'77.)

Scientific studies are pursued also at the University of the Pacific, St. Ignatius College, Santa Clara College, and Washington College.—(Catalogues of these colleges.)

PROFESSIONAL.

Theological instruction is given in the Pacific Theological Seminary at Oakland, established in 1869 by the Congregational Church, and in the San Francisco Theological Seminary, San Francisco, organized in 1871 under Presbyterian influences. The course in each is 3 years. The Golden Gate Academy, associated with the former of these two, offers a partial preparatory training to those candidates for admission who have not the means or time for a collegiate course. The latter of the two received in 1876 a bequest of $60,000 for the endowment of professorships. St. Augustine's College, Benicia, was originally instituted with a view to the preparation of students for the ministry of the Protestant Episcopal communion; but whether it has any theological classes in it does not appear. (Catalogues and reports to Bureau of Education.)

Medical instruction is cared for by the college of medicine connected with the University of California, but located in San Francisco; by the Medical College of the Pacific, formerly connected with the University of the Pacific, but now a department of University College, San Francisco; and, as far as pharmaceutical training goes, by the California College of Pharmacy, in the same city. The return of the second of these gives its course as "two years of lectures, three of study." The course of the other two appears, from the returns for 1875, to be 2 years.

Legal training seems thus far to have no special school for guidance of it in the State, and probably is mainly confined at present to lawyers' offices, except as far as it enters into the curricula of business colleges.

Statistics of schools for scientific and professional instruction, 1876.

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.)	33	.....	142	4	.....	.....	*a*$40,000	.....	.....
SCHOOLS OF THEOLOGY.									
Pacific Theological Seminary	8	2	5	3	$50,000	$35,000	3,500	.....	2,000
San Francisco Theological Seminary.	4	.....	9	3	.....	.....	.....	.....	5,000
SCHOOLS OF MEDICINE.									
College of Medicine of the University of California.*	12	.....	.....	2	75,000	0	0	.....	.....
Medical College of the Pacific	11	.....	45	2	.....	0	0	$7,000	0
California College of Pharmacy	4	.....	36	2	*b*750	.....	.....	617	.....

* From Report of Commissioner of Education for 1875.
a State appropriation for new building. *b* Apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

There were, in 1875–'76, in the State institution at Oakland, 82 deaf and dumb pupils under instruction, 50 of them being males and 32 females. All the branches of a common school education are pursued here, and to a limited number a university preparation is given. The natural history museum, philosophical cabinet, and library were burned in 1875, and have not yet been replaced. An appropriation of $36,000 was made by the State for the erection of a building, and $36,000 were given for the support of this department and of that for the blind.

The number of blind pupils was 31. The mechanical department has been suspended since the fire.—(Special reports to United States Bureau of Education, 1876.)

SCHOOLS FOR THE CHINESE.

Statistics of these are not as full as could be wished. The schools of the American Missionary Association (Congregational) numbered 10 during the month of September, 1876, and had 19 teachers, with 498 scholars. The average attendance was 294. The changing character of the Chinese population and the fact that many who attend the schools are employed on river steamers, railways, &c., and can only come at intervals of leisure, sufficiently account for this small average attendance as compared with the enrolment.

The Baptists employ a missionary for the Chinese in the State, and he reported in May, 1876, 7 missions and Sunday schools, attended by about 500 Chinamen, 200 lay helpers aiding in the instruction of these. No statistics of week day schools appear in the report as given in the Baptist Year Book for 1877.

The statistics of the Methodist Episcopal Church, in possession of the Bureau, show 147 Sunday schools of that denomination in the State, with 1,533 officers and teachers and 11,802 scholars, but do not state how many of the latter are Chinese, nor how many day schools and scholars belong to this people.

The school of the Woman's Union Mission to Chinese Women and Children in San Francisco is reported by the missionary to have contained 15 pupils in February, 1876, and to have had 38 subsequently enrolled. The studies seem to have been mainly in English language and composition, with committing of moral and religious precepts, and in these directions considerable progress is said to have been made.—(Report for 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' CONVENTION, INSTITUTE, AND ASSOCIATION.

In view of the advantages of teachers meeting with each other for social intercourse and educational discussions, Superintendent Hubbs called together the first State teachers' convention, which was held in the city of San Francisco, December 26–28, 1854, Superintendent Hubbs presiding. About 100 appear to have been present, and several essays on the management of schools, on the free school system, on the Bible in the public schools, and on phonography and elocution in the same, gave a practical and useful character to the assemblage. A kindred meeting was held in August, 1856, at Benicia, Superintendent Hubbs again presiding; but, only 60 members being present, the convention system seems then and there to have met its death.

In 1861, however, a State teachers' institute was organized, May 27, at San Francisco, under Superintendent Moulder, the mornings to be devoted to institute instruction for the improvement of the teachers in their school methods and school work, and the afternoons to free discussion. This met with considerably more success, partly from the better system fallen on, partly from liberal appropriation for it by the legislature, and successive sessions followed in successive years till 1871. This proved the last, not from failure of interest in it on the part of officers and teachers, but from failure of the legislature to make appropriation for securing lecturers.

On the call of the State board of education, a number of teachers assembled at San José, June, 1875, and organized a State teachers' association. What may come of this remains to be seen.—(Swett's History, pp. 96–106.)

LIST OF SCHOOL OFFICIALS IN CALIFORNIA.

Hon. EZRA S. CARR, *State superintendent of public instruction, Sacramento;* Mrs. E. S. CARR, *deputy superintendent, Sacramento.*

STATE BOARD OF EDUCATION.

Name.	Office.	Post-office.
His Excellency William Irwin	Governor of the State and ex officio president	Sacramento.
Hon. Ezra S. Carr	State superintendent of public instruction, secretary	Do.
Hon. Henry N. Bolander	Superintendent of San Francisco County schools	San Francisco.
Rev. W. F. B. Lynch	Superintendent of Alameda County schools	East Oakland.
E. Rousseau	Superintendent of Santa Clara County schools	Santa Clara.
S. G. S. Dunbar	Superintendent of San Joaquin County schools	Stockton.
F. L. Landis	Superintendent of Sacramento County schools	Sacramento.
A. L. McMeans	Superintendent of Sonoma County schools	Santa Rosa.
Charles H. Allen	Principal of the State Normal School	San José.

COUNTY SUPERINTENDENTS.

[Term expires Monday, March 4, 1878.]

County.	Superintendent.	Post-office.
Alameda	Rev. W. F. B. Lynch	East Oakland.
Alpine	Mrs. C. M. Pitcher	
Amador	W. H. Stowes	Plymouth.
Butte	Arthur McDermott	Oroville.
Calaveras	Charles R. Beale	San Andreas.
Colusa	Samuel Houtchins	Princeton.
Contra Costa	Alfred 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	Rev. 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. Rudduck	Ukiah.
Merced	B. F. Fowler	Merced.
Modoc	W. T. Estes	Centreville.
Mono	Miss Alice Walker	Bridgeport.
Monterey	R. C. McCroskey	Salmas City.
Napa	L. Fellers	Napa City.
Nevada	E. M. Preston	Nevada City.
Placer	Eugene Calvin	Auburn.
Plumas	W. S. Church	La Porte.

COUNTY SUPERINTENDENTS—Continued.

County.	Superintendent.	Post-office.
Sacramento	F. L. Landis	Sacramento.
San Benito	H. L. 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	T. S. S. Buckman	San Buenaventura.
Yolo	H. B. Pendegast	Woodland.
Yuba	Th. H. Steel	Marysville.

COLORADO.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age, (5–21 in 1874–'75, 6–21 in 1875–'76.)	*23,275	*21,962	.....	1,313
Number enrolled in schools	†12,758	14,364	1,606	.....
Average attendance	7,343	.....	.....	.....
TEACHERS AND THEIR PAY.				
Teachers employed	*377	*401	24	.....
Average salary of males	$60	$60	.....	.....
Average salary of females	48	48	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	329	341	12	.....
Number of schools	280	.....	.....	.....
Number of school-houses	172	217	45	.....
Average duration of school in days	116	100	.....	16
SCHOOL INCOME AND EXPENDITURE.				
Receipts from county and district tax	$240,719	$197,461	.....	$43,258
Receipts from bonds, penalties, &c	6,460	32,426	$25,966	.....
Receipts from other sources	7,500	40,969	33,469	.....
Total receipts	254,679	270,856	16,177	.....
Expenditure for sites, buildings, and furniture.	76,215	67,180	.....	9,035
Expenditure for salaries of teachers and superintendents.	‡110,283	137,345	27,062	.....
Expenditure for fuel, rent, repairs, &c	31,815	28,774	.....	3,041
Total expenditure	218,313	233,299	14,986	.....

* For the proportion of the sexes among scholars and teachers, see Table I, at the end of this volume.
† In the enrolment for 1874–'75 are included 926 in private and church schools.
‡$7,500 for salaries of superintendents in 1874–'75.

(From reports of Hon. Horace M. Hale, superintendent of instruction, for the years 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

School laws of Colorado to 1876; constitution of that year; reports of territorial superintendents, and a paper on the succession of these, from Hon. Joseph C. Shattuck.

LEGISLATIVE ACTION.

Lying in the line of the great migration toward the western coast, Colorado, by her splendid scenery, rich river valleys, and salubrious air, early attracted to her many of the passing emigrants. The subsequent development of mining wealth among its mountains brought in an active and energetic population, who, although often restless as to residence, put their whole soul into whatever work they undertook. By 1860 there were enough inhabitants to encourage territorial organization, which was effected in 1861. The first territorial legislative assembly, convened in the autumn of

that year, passed, with commendable promptness, a good school law, approved November 7, providing for a territorial superintendent of common schools, county superintendents, and boards of three directors for each school district, with the usual duties of such officers. The next year a further act was passed (approved August 15, 1862) making provision for the creation of a school fund by setting apart for that purpose claim 3 in every metallic lode discovered. The foundations of a school system were thus well laid at the beginning, county and district tax levies, fines, and funds arising from the sale of lost goods and estrays being relied on for its immediate support.

On February 10, 1865; January 23 and February 9, 1866; January 10, 1867; January 10, 1868; February 11, 1870; January 9, 1872; February 8, of the same year, and February 11, 1876, modifications of the provisions of these earliest laws were made and some additional enactments added; but the essential features of the excellent system first introduced were left unchanged, territorial, county, and district supervision of schools being provided for in all.

On the 1st of July, 1876, a constitution, on the basis of which the Territory was to become a State, was adopted by the people. This provided for a State board of education, State superintendent of public instruction, county superintendents, boards of education of school districts, (to consist of three or more directors, elected by the voters of the district,) and a uniform system of free public schools, open to all residents between 6 and 21 years of age, without distinction of race or color. Permission was given the general assembly to require by law that every child of sufficient mental and physical ability should attend the public school for a period of three years, unless educated by other means; but the power to make grants in aid of any sectarian schools or to prescribe text books for the common schools was explicitly withheld.

The university at Boulder, the agricultural college at Fort Collins, the school of mines at Golden, and the institute for the education of mutes at Colorado Springs were, on the adoption of the constitution, to become institutions of the State, with a management subject to its control; the management for the university being prescribed beforehand, and to consist of a board of regents of six members elected by the people, two of the six to be changed each year.

The school law of February 11, 1876, will doubtless be modified at the first meeting of the State legislature, to meet the new elements thus introduced into the school system.

ADMINISTRATION.

Under the act of 1861, Mr. William J. Custice was appointed superintendent of public instruction November 7 in that year, and held the office till November 13, 1863, when he was succeeded by Mr. William S. Walker. Mr. Walker's incumbency continued till the approval of the act of February 10, 1865, when Mr. A. W. Atkins, then territorial treasurer, became, by the terms of the new law, ex officio superintendent of instruction for the Territory. He was succeeded, January, 1866, by Mr. John Wanless, and he, January, 1867, by Mr. Columbus Nuckolls. Under Mr. Nuckolls the records show that the business of the superintendency was done mostly by deputies; during the first and greater portion of the time, by Capt. E. L. Berthoud; during the latter portion, by Mr. W. J. Martin.

Under the act of February 11, 1870, which restored the superintendency as a separate office, Mr. W. C. Lothrop was appointed superintendent of public instruction soon after the passage of the act, and continued in office till July 24, 1873, when he resigned, and was succeeded by Mr. Horace M. Hale. Mr. Hale, after a vigorous administration of three years, passed out of office November 13, 1876, yielding to Mr. Joseph C. Shattuck, who, under the constitution of that year, subject to which Colorado was admitted as a State, had been chosen to succeed him.

Mr. Shattuck says that the various acts of the territorial legislature with reference to schools seem to have well answered the wants of the people at the time of their passage, till the legislature of 1876, the last before the admission of the Territory into the Union as a State, passed the bill, prepared mainly by Mr. Hale, which constitutes the present school law, except as it may be modified by the provisions of the constitution or by any act of the legislature of 1876–'77. It provides for State and county superintendents of public instruction, both now to be elected by the people for terms of two years each; for boards of directors of school districts, also elected by the people; for joint school districts, to be formed from territory belonging to two or more contiguous counties; for union high schools, to be established by the school boards of two or more contiguous school districts, and to be free to all children in the county who are qualified for admission, and whose districts contribute to its support; and for the employment of only duly licensed teachers. One excellent feature of the law is the requirement that to be eligible to the office of county superintendent persons must possess a diploma from a university, college, or normal school, or a State or county certificate indicative of full qualification for the post, as well as a good moral character. The latter requirement is not unusual; it would be well for the schools if the former one were much more common.

ELEMENTARY INSTRUCTION.

INCREASE IN THE VALUE OF SCHOOL PROPERTY AND OF TEACHERS.

A generally prosperous condition of school interests in the State is indicated by the following facts, showing an increase in the value of school property and also in that of school teachers. The superintendent remarks:

"The value of school property has been materially increased by the erection of, and additions to, school-houses. The southern portion of the State has contributed largely to this end, Pueblo by the erection of a $20,000 building, Del Norte by an $8,000 building, and other districts by smaller ones. Very many of the rural districts throughout the State have built school-houses commensurate with their wants, and many of the old houses have been furnished with charts, maps, globes, dictionaries, &c., to an extent far exceeding that of any former year.

"As being more important than the foregoing, it is gratifying to be able to state that the standard of qualification in teachers has been raised. In several instances inferior and mediocre teachers have given place to their betters, and this without materially increasing expenses."—(Report of Superintendent Hale, 1876, p. 5.)

KINDERGARTEN.

A Kindergarten is kept in Denver by Emma C. Barrett, with an attendance of 8 pupils between 3 and 7 years of age. It was established in January, 1877. The city superintendent of schools, Mr. Gove, it is stated, is greatly in favor of the introduction of these schools into the public school system.—(Return to Bureau of Education.)

CITY SCHOOL SYSTEMS.

DENVER.

School officers.—These are a board of education of 6 members elected for terms of two years, 3 retiring each year, and a city superintendent of schools.

Statistics.—The number of pupils of school age is 2,995; number enrolled in school, 1,988; average daily attendance, 1,209; average number belonging, 1,290. Expenditure per capita of pupils enrolled, $16.70; of average daily attendance, $27.75; total expenditures for school purposes, $62,518.95; receipts, $66,432.79. In comparing the statistics of the present year with those of the one preceding, it appears that the increase in the number of pupils, 219 in enrolment and 80 in average attendance, is chiefly confined to the higher grades, from which fact much encouragement is drawn, as showing that the schools are growing more effective in holding older pupils.

Remarks.—The schools are divided into 9 grades, reaching from primary to high. The grade lines are fixed and positive, but the time required for the work is in no way limited; thus is avoided that great objection to graded schools, that their system is a rigid, cast-iron one, assigning to pupils of various degrees of ability the same amount of work in the same time.

The curriculum of the high school is claimed to be equivalent to that of the best eastern schools of the same grade. There are two courses of study, a general or English course, and a classical. The average number of pupils belonging in 1875–'76 was about 76.

A beginning has been made toward furnishing professional instruction for the teachers of the city by the establishment in the high school of a normal training class composed of those pupils belonging to the two higher classes of that school who are looking forward to teaching.

The study of the German language is provided for in the public schools, all pupils who have advanced in English to the third reader being permitted but not compelled to pursue the study.

Music, drawing, and penmanship receive special attention.—(Report for 1875–'76 of board of education, and of Aaron Gove, superintendent.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The school law of 1876 makes provision for union high schools, to be established whenever the school boards of two or more contiguous school districts shall deem it advisable. The concerns of such schools are to be under the direction of a committee of two persons elected at a joint meeting of the several boards interested, with the county superintendent as an ex officio additional member. For the first year or part of a year until the next regular apportionment of the county school fund, such high schools are to receive from each district uniting in them a share of the expenses proportioned to the number of pupils attendant from the district. Afterward each is to

be rated as a separate district, and to draw from the county fund its quota for attendance, the districts making up any deficit from their several funds, in proportion to the number of pupils from each attending in the school.

Whether any such schools have been yet established, the report of the superintendent for 1875–'76 could hardly show. We must wait till the issue of that for 1876–'77 for information on this head.

Meanwhile, however, we have information from the Boulder County News of June 16, 1876, that a high school class in the public school of Boulder, which has existed for three years past with varying numbers, graduated, June 9, 3 female and 2 male students. This high school is intended to prepare for a collegiate course or for business pursuits.

From district No. 1, Denver, we have also report of a high school with "a course equal to that of the best eastern schools of the same grade," an enrolment of 104 pupils, and an average attendance of 74, under 3 teachers. It has a chemical laboratory and several pieces of physical apparatus, among these an electrical machine, a good galvanic battery, and an air pump. The beginning of a geological collection has been made. Monthly written examinations are required and public examinations are held at the close of each term. A class will graduate in 1877.—(Report of principal in report for district No. 1, Denver, for 1875–'76.)

OTHER SECONDARY SCHOOLS.

Jarvis Hall, Golden, a Protestant Episcopal school for boys, reports, for 1876, a corps of 3 instructors and 16 pupils, 4 of them in preparation for a classical collegiate course and 2 for a scientific course, with the advantage of alibrary of 2,000 volumes, philosophical apparatus, and some means for physical exercise. Wolfe Hall, Denver, under the same church influences, returns 8 instructors and 62 pupils, 28 of these being in English studies only, 4 adding classical languages and 30 modern languages to the English course. Drawing and music are taught, the latter both vocal and instrumental, and means are possessed for illustrating the instruction given in chemistry and natural philosophy. There is also a library of 300 volumes.—(Return to Bureau of Education, 1876.)

From St. Mary's Convent School, Denver, and from 2 other Roman Catholic schools for girls, St. Joseph's, Trinidad, and Loretto, Pueblo, there are no statistics for the year.

SUPERIOR INSTRUCTION.

UNIVERSITY OF COLORADO, BOULDER.

The act to establish this institution as a university for the future State was introduced in the territorial legislature by a member from Boulder County and passed in 1862. Fifteen trustees were named to take charge of the interests of the school provided for and take the necessary steps toward its establishment. But the act remained a dead letter on the statute book till the session of 1870, when 5 new trustees, living in the vicinity of the proposed site at Boulder, were added to the first 15. A meeting was then held, an organization effected, and a committee authorized to select a site on which to erect a building. A lot of 40 acres in the neighborhood of Boulder was secured in 1871, and an additional one of 80 acres was given by Mr. Andrew Arnett. Efforts were then made to secure from the legislature of 1872 an appropriation for a building, but nothing was effected till 1874, when $15,000 were voted by the legislature on condition of a like amount being raised among the people. This having been accomplished by May, 1875, the $30,000 thus secured were placed to the credit of the university, and in April, 1876, the building provided for was completed on the plans of a good architect, with water and gas pipes, provision for drainage and sewerage, and fenced and planted grounds. A president has been since elected and the basis of a collegiate organization laid.

Under the constitution of 1876 the university becomes an institution of the State, under the control of a board of 6 regents elected by the people, and will have for its endowment the two townships of land given by the United States to each new State for such an institution.

OTHER COLLEGES.

From *Colorado College*, (Congregational,) at Colorado Springs, no statistics for 1876 have been received. A letter from a professor states that in the absence of the president he is unable to furnish these, the college then being in a transition, from which it was hoped that it would emerge with more perfect appliances and organization.

Respecting *Evans University*, Evans, (Presbyterian,) there is a similar lack of information. At the time of the last report, in 1875, it had 20 male and 15 female students in its preparatory department, but none in collegiate classes.—(See Report of Commissioner of Education for 1875, pp. 474 and 727.)

SCIENTIFIC AND PROFESSIONAL.

SCIENTIFIC.

Of the *State Agricultural College*, Fort Collins, Governor Routt, in his message for 1876, says: "This college was established by an act of the legislative assembly, February 11, 1870. The report of the secretary of the board of trustees shows that its affairs have been successfully managed. The property of the college, consisting of 240 acres of land, lying in a beautiful plateau within 1½ miles of Fort Collins, has been improved by the erection of a substantial brick building, the construction of irrigating canals, and the planting of trees. Its present value is about $5,000; and it is free from debt, with an unexpended balance of $457."

The *School of Mines*, Golden, as decided by the last legislature, is to be a free school of science for the youth of the new State. It is at present in a flourishing condition, but the smallness of the fund that has been heretofore appropriated prevents the adequate remuneration of the additional teachers imperatively required. The course of study includes chemistry, (theoretical and practical,) blowpipe analysis and assaying, mineralogy, drawing, civil and mining engineering, metallurgy, and geology. Ample provision is made for field work and for visiting mines and works for the treatment of ores. Telegraphy is also taught, but by a volunteer instructor, who is not controlled by the board; he uses his own instruments and receives for compensation whatever fees his pupils may be willing to give. A meteorological register is strictly kept under the rules and directions of the Chief Signal Officer of the United States Army, and is sent monthly to the Signal Office at Washington.

Six students were engaged in the studies of the school during the first term of 1876, while 20 attended the lectures, for which rooms had been prepared, new and complete apparatus and chemicals ordered, and text books purchased.—(Report of president to governor and of secretary to trustees, October 20, 1876.)

PROFESSIONAL.

Matthews' Hall, Golden, organized in 1870 for the training of students for the ministry of the Protestant Episcopal Church, has been closed for the present from deficiency of means for its support.

No institutions for medical or legal training appear to have been yet established in the new State.

Statistics of schools for scientific and professional instruction, 1876.

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.									
Agricultural College of Colorado *a*	....	....	....	....	$5,000	....	....	....	....
Mining Institute*	2	....	28	2	*b*1,000	....	....	....	....
State School of Mines	8	....	19	3-4	10,000	$0	*c*$3,500	$138	101
SCHOOL OF THEOLOGY.									
Matthews' Hall *d*	....	....	....	....	....	....	....	....	....

* From Report of Commissioner of Education for 1875.
a Not yet fully organized. *b* Apparatus. *c* State appropriation. *d* Closed temporarily.

SPECIAL INSTRUCTION.

DEAF-MUTE INSTITUTE.

In January, 1876, the institution took formal possession of the new building erected on grounds donated by the Colorado Springs Company. This building has been constructed with a view to comfort and economy, and answers for the present the purposes for which it was designed, although it is intended to erect as soon as possible an

additional building, separate from the main building, for school rooms, printing office, library, and office for the meetings of the trustees.

The health and deportment of the pupils have been excellent. A marked improvement has been made by the girls in their work. Those who entered the school the previous year unable and sometimes unwilling to take a stitch learned to use a needle well in all plain sewing. The boys have continued to work in the printing office in the preparation of the index, their interest in the work remaining as great as formerly and their success in it good, notwithstanding the existence of serious obstacles, such as an injured press, inadequate to the work, and damaged type.

The number of pupils in attendance was 20, of whom 11 were boys and 9 girls. The branches of study pursued are language lessons, penmanship, English grammar, arithmetic, geography, United States history, Scripture lessons, and drawing.—(Report of President Steward and matron of the institute, 1876, pp. 1–14. Included in governor's message, 1876.)

LIST OF SCHOOL OFFICIALS IN COLORADO.

Hon. JOSEPH C. SHATTUCK, *State Superintendent of Public Instruction, Denver.*

STATE BOARD OF EDUCATION.

[Terms expire January, 1879.]

Members.	Post-office.
Hon. Joseph C. Shattuck, State superintendent, president	Denver.
Hon. William M. Clark, secretary of state	Do.
Hon. A. J. Sampson, attorney-general	Do.

COUNTY SUPERINTENDENTS.

[Term, 1875–'77.]

County.	Superintendent.	Post-office.
Arapahoe	W. A. Donaldson	Denver.
Bent	J. L. Merritt	West Las Animas.
Boulder	J. B. Groesbeck	Boulder.
Clear Creek	Jacob Fillins	Georgetown.
Conejos	Juan F. Chavis	Conejos.
Costilla	Charles McMulban	San Luis.
Douglas	Charles E. Parkinson	Castle Rock.
El Paso	B. P. Anderson	Colorado Springs.
Elbert	Bernard C. Killin	Middle Kiowa.
Frémont	James M. Hoge	Rosita.
Gilpin	W. Edmundson	Central City.
Grand	W. S. Chamberlin	Hot Sulphur Springs.
Hinsdale	Samuel Wade	Lake City.
Huerfano	A. H. Quillian	Gardner.
Jefferson	R. L. Stewart	Golden City.
Lake	A. S. Weston	Granite.
La Plata	F. G. Hagen	Parrott City.
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	Bismark.
Summit	George W. Wilson	Breckinridge.
Weld	Oliver Howard	Greeley.

CONNECTICUT.

STATISTICAL SUMMARY.

	1874–'75.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.			
Children between 4 and 16, January, 1875	134,976	1,448	.....
Scholars registered in winter	98,402	.....	1,148
Scholars registered in summer	88,595	.....	1,079
Number who were over 16	4,424	158	.....
Different scholars in public schools	119,489	191	.....
Scholars in other than public schools	9,145	723	.....
Number in schools of all kinds	128,634	914	.....
Children between 4 and 16 in no school	12,970	.....	60
Average attendance at public schools in winter.	71,935	502	.....
Average attendance at public schools in summer.	65,251	2,199	.....
Per cent. of number registered to number enumerated.	88.53	.....	.81
Per cent. in schools of all kinds	95.30	.....	.35
TEACHERS AND TEACHERS' PAY.			
Teachers in winter: males, 721; females, 1,910.	2,631	30	.....
Teachers in summer: males, 272; females, 2,324.	2,596	35	.....
Teachers continued in the same school	1,768	78	.....
Teachers who never taught before	557	18	.....
Average monthly wages of male teachers	$70 05	.....	$1 43
Ayerage monthly wages of female teachers	37 35	$0 68	.....
SCHOOL DISTRICTS AND SCHOOLS.			
School districts in the State	1,506	11	.....
Public schools	1,650	8	.....
Departments in public schools	2,499	41	.....
Schools with two departments	114	.....	1
Schools with more than two	150	5	.....
Whole number of graded schools	264	4	.....
Departments in graded schools	1,093	23	.....
New school-houses built in the year	21	.....	19
School-houses in good condition	899	.....	35
School-houses in fair condition	531	27	.....
School-houses in poor condition	224	6	.....
INCOME AND EXPENDITURE.			
Income from interest of State school fund	$148,220 60	$14,692 60	.....
Income from State tax	202,119 00	1,827 00	.....
Income from town deposit fund	46,534 97	531 94	.....
Income from local funds	15,614 79	.....	$449 92
Income from town tax	668,167 13	.....	1,689 75
Income from district tax	463,775 19	.....	38,725 61
Income from voluntary contributions	6,881 26	243 37	.....
Income from other sources	41,545 17	3,480 84	.....
Total income	1,592,858 11	.....	20,089 53
Expenditure for teachers' wages	1,057,242 19	35,528 12	.....
Expenditure for fuel and incidentals	140,130 42	13,075 41	.....
Expenditure for new school-houses	135,135 46	.....	159,092 65
Expenditure for repairs of school buildings	77,544 46	.....	16,319 37
Expenditure for school libraries and apparatus.	8,262 15	593 33	.....
Expenditure for other school purposes	134,269 17	.....	18,774 96
Total expenditure	1,552,583 85	.....	144,990 12

(From report of Hon. Birdsey G. Northrop, secretary of the State board of education, for year ending August 31, 1875.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Sketch prepared by Rev. J. G. Baird, clerk of the Connecticut board of education, for the State report of 1876; sketch preceding the school laws of 1872, and Barnard's History of the Legislation of Connecticut Respecting Common Schools down to 1838; Mr. Baird's paper being mainly followed.

ESTABLISHMENT OF SCHOOLS.

The public school system of Connecticut is an outgrowth from schools established by the first English settlers in the two colonies of New Haven in the western and Connecticut in the eastern portion of the State, each town at first providing independently for the education of its children.

The first general law respecting schools was passed in 1650 for the eastern portion of the State and extended over the whole in 1665. It was substantially a copy of the Massachusetts law of 1647, requiring every town of 50 householders to appoint a schoolmaster to teach all children who should resort to him to write and read, and every town of 100 householders to "set up a grammar school," with a master competent to fit youths for the university. In the revision of the school law in 1671–72 the latter requirement was altered to one for a grammar school in every county town "for the use of the county," there being at that time four counties. The length of the school session was at first left undetermined, but in 1677 it was fixed at a minimum of 9 months, and in 1690 at a minimum of 6. In 1678 there was another modification of the law for schools, reducing from 50 to 30 the number of householders who should maintain a school in any town. In 1690 the general court ordered that the grammar schools in Hartford and New Haven should be of a higher grade and be made free.

The first year of the following century was the beginning of a new era, the "collegiate school," which afterward became Yale College, having at that time its foundations laid, and the laws relating to the schools in general receiving a complete revision. By this revised code, printed in 1702, a tax, instead of an uncertain voluntary payment, was to be levied in each town for the maintenance of its school; and towns with 70 householders were required to keep theirs open for 11 months; those with a smaller number, for 6 months. The grammar schools in each of the four "head county towns" were to be continued, two of them to be free, while for the "collegiate school" an annual appropriation of £120 was provided. Provision was also made for committing stubborn and rebellious children to a house of correction. This law of 1702 speaks of "committees for schools" as already existing in some of the towns—the first mention of such school officers. Where there were none the selectmen of the town acted as a school committee. In 1750 the law expressly provided for the appointment of such committees.

In 1712 it was enacted that all the parishes should be provided with funds for maintaining schools within their own limits, and in 1717 the obligation imposed on towns of 70 families to maintain a school for 11 months was extended to the parishes with that number; those with less than 70 to maintain one for 6 months. The majority of householders in any parish were also authorized to levy taxes for the support of the school. This was the beginning of a change from the town to the parish system. At first the parishes were only subdivisions of the towns, but in 1750 they became practically coördinate with towns, and at last, in 1798, they, as school societies, supplanted the towns in school affairs. Districts were first recognized in 1794 in a law allowing them to levy taxes to build a school-house, locate the same, and appoint a collector; but they were not fully endowed as bodies corporate till 1839. In 1856 the towns were restored to their original place in the school system.

MAINTENANCE OF SCHOOLS.

The funds for the support of public schools in Connecticut have been derived from taxes, tuition fees, or rate bills, and the income of invested funds. Taxation and tuition fees were resorted to from the first. In 1702 the law provided for a tax of 40 shillings on every £1,000 of taxable property. The Connecticut school fund began to yield an income for the support of schools in 1799, and in March, 1800, its dividends amounted to $23,651. From 1810 to 1825, under the excellent management of Hon. James Hillhouse, these dividends averaged $52,061. As this income gradually increased there was manifest a disinclination to levy taxes for maintaining schools, and in 1820 it was provided that "whenever in any year the interest arising from the school fund, and to be divided to the school society, shall exceed $62,000, the amount of such excess shall for said year so far diminish the sum appropriated from the avails of the State tax." This excess was reached the next year, and from that time the income of the fund was apportioned to school societies and districts according to the number over 4 and under 16 in each. From 1820 to 1854 tuition or rate bills were practically the only source of school

revenue aside from the interest of funds. The law, however, usually made provision for paying at public charge the rate bills of those unable to pay their own, so that no child needed to be excluded from school by the poverty of its parents. Rate bills were not finally abolished till 1868. The school tax, discontinued in 1821, was restored in 1854, in which year each town was required to raise annually, by taxation, a sum equal to 1 cent on the dollar on its grand list, (as made up at that time,) for the support of schools. In 1866 and in 1868 this amount was increased, and in 1869 it was made enough, with the income of funds, to maintain school 30 weeks in every district, and in 1870 to maintain school at least 30 weeks in districts enumerating 24 children or more between 4 and 16 years of age, and in all other districts at least 24 weeks—which is the present law, though most towns do more than it requires.

FUNDS.

The funds set apart for school purposes are of several kinds, namely: Town and society funds derived in the earlier times from gifts by charitable individuals, or from excise moneys, but afterward in large part from the "western lands," so called, *i. e.*, the lands now forming the northwest corner of the State. The Connecticut school fund was originally derived from certain lands in Rhode Island, New York, and New Jersey, and all west of New Jersey between north latitude 41° and 42° 2′ to the Pacific Ocean, given in the charter of Connecticut by Charles II, King of England, in 1662. The title to a portion of these lands was confirmed by Congress in 1786. After several years of discussion a bill was passed by the general assembly in 1795, providing that the principal of the moneys that should be received from the sale of the lands west of Pennsylvania should remain a perpetual fund, to be loaned on conditions to be fixed by law, and the interest to be appropriated to the support of schools in the several societies. A committee was at once appointed to dispose of the lands, and the following year they had been sold for the sum of $1,200,000, payable in five years, with interest after two years. The constitution of 1818 transferred the interest of the school fund from "the societies" to "the support and encouragement of common schools throughout the State, for the equal benefit of all the people." In 1849, under the good care of Hon. Seth P. Beers, 1825–1849, the principal of the fund had increased to $2,049,482.32, and the annual income from $72,418.30 to $133,336.50. Since that time the principal of the fund has varied little, and the annual income has been quite uniform. The rate of interest until 1872 was 6 per cent. It is now 7.

Since 1836 the Connecticut share of the United States surplus revenue fund, distributed among the towns and called the "town deposit fund," has come in to aid the State appropriation in connection with the school taxes of the towns. The amount of this distributed to the towns was $763,661, and the whole income from it is required to be appropriated to the support of schools.

SUPERVISION.

Schools had been maintained three-fourths of a century before any law existed providing expressly for their supervision. In 1714, an act was passed "for the encouragement and better improvement of town schools," requiring that the civil authority, together with the selectmen in every town, inspect the state of all schools in the town, inquiring into the qualifications and diligence of the masters and the proficiency of the children. The office of school visitor was created in 1798, and has never been discontinued. In 1856, when the school societies were abolished and their powers and duties transferred to the towns, it was enacted that boards of school visitors should be divided into three classes, one-third of the whole number to be chosen each year for the term of three years, a method of election which is still in force. In 1872, the principle of minority representation was introduced by the provision that no person should vote for more than half or a bare majority of the whole number to be chosen.

In 1838 was passed "An act for the better supervision of common schools," creating a board of commissioners of common schools, consisting of the governor and school fund commissioner ex officio, and eight other persons, one from each county, appointed by the governor, with the advice and consent of the senate. The board was authorized to appoint its own secretary, who was to be in fact, though not in name, the state superintendent of public schools. The secretary chosen by the board was Henry Barnard, esq., of Hartford, who thus became the first State school superintendent of Connecticut. His labors gave to public schools a decided impulse upward, and his name will always be associated with education in the State. This board of commissioners was abolished in 1842. In 1845 the commissioner of the school fund was appointed superintendent of common schools, and held the appointment till 1849. In that year the act establishing the State normal school provided that the principal of that school should be superintendent of common schools; but the attempt to connect the superintendency with another office limited its efficiency and did not prove satisfactory. In 1865 the State board of education was established, consisting of the governor and lieutenant-governor ex officio, and four other members, one from each congressional

district, chosen for a term of four years, one going out of office each year, but reëligible to the same position. This board chooses its own secretary, who devotes his time to the duties appropriate to a State superintendent of public instruction.

SUCCESSION OF SUPERINTENDENTS.

Mr. Baird, from whose Brief History of Public Education in Connecticut the preceding sketch has been mainly compiled, has kindly furnished the Bureau of Education with the following list of the gentlemen who, as secretary of the board of commissioners for common schools, commissioner of the school fund, principals of the normal school, or secretaries of the State board of education, have acted *ex officio* as superintendents of the public schools: As secretary of the board of commissioners, Henry Barnard, June 16, 1838, to May, 1842; interregnum of three years. As commissioner of the school fund, Seth P. Beers, June 13, 1845, to September 6, 1849. As principals of the normal school, Henry Barnard, September 6, 1849, to January 1, 1855; John D. Philbrick, January 1, 1855, to January 5, 1857; David N. Camp, January 6, 1857, to August 12, 1865. As secretaries of the board of education, Daniel C. Gilman, August 12, 1865, to January 1, 1867; Birdsey G. Northrop, January 1, 1867, to the present time.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION OF THE SCHOOLS.

Respecting this, the board of education say in their report, (pp. 6, 7:) "The returns for the last school year (1875) indicate that the public schools were conducted during the year with at least their usual success. The total income for all school purposes was a few thousand dollars less than in the previous year, but the income for current expenses was increased—a satisfactory showing, considering the generally depressed condition of business affairs. A part of this increase was due to the greater dividend from the school fund, which added about $15,000 to the amount from the same source the previous year.

In practising the needed frugality of expenditure, school officials generally applied retrenchment where it would do least harm. The amount paid to teachers was greater than ever before, but the sum expended for erecting and repairing school-houses was smaller than in any one of the eight previous years, and less than half as much as in 1871 or 1872. When prosperity shall have returned to render productive the industry of the people, liberal expenditures for these purposes may be again expected.

ATTENDANCE.

"In the report of last year, the subject of irregular attendance was discussed at considerable length, and some suggestions were offered as to the causes and the remedies for this great evil. The returns now presented show a gratifying increase of regularity. This improvement is to be welcomed, not as the perfect attainment, but as the hopeful beginning of a change for the better. If there can be a continued advance in the same direction from year to year, the time will soon come when the large sums paid for school expenses will yield results more nearly equal to the highest possibilities of the case."—(Report of board of education, 1876, p. 7.)

As respects the hindrance of attendance in the schools from unlawful employment of children under 14, the secretary of the board says, (page 134 of State report:) "As a general rule our manufacturers have shown a just and liberal spirit in this matter. At the present time the trouble is not with the large manufacturers, but with the far greater number who employ one, two, or more children in small establishments, in shops, stores, on the farm, or in the family." To rectify this matter the agent employed by the board to attend to it has had copies of the law for compulsory attendance of children aged from 8 to 14 distributed in a number of the towns, with notices from the school visitors and himself to parents who suffer children within these ages to be absent from school; and the result appears to have been fairly satisfactory.—(See report of agent, pp. 135–139 of State report.)

KINDERGÄRTEN.

A Kindergarten, with an attendance of 75 pupils, is kept by Miss H. W. Ferry, assisted by 4 other teachers, at Bridgeport. The school was established in 1872. Children between 4 and 11 years of age are admitted. The number of hours for school exercises is 4½ each day for 5 days of the week. Another is kept in the same city by Miss J. Baldwin, but no statistics from it are at hand, nor are there any for the Kindergarten department of a school in New Haven, mentioned in report for 1875.—(Report to Bureau of Education, 1876.)

CITY SCHOOL SYSTEMS.

HARTFORD.

Organization.—A board of 9 school visitors chosen for terms of three years each, one third going out each year. The officers of the board are a president, secretary, and acting school visitor, all chosen from their own number.

Statistics.—Population of the city in 1870, according to United States census, 37,810; as now estimated, 45,000. Children of school age, (6–16,) 9,598; number of different scholars registered in public schools during the year, including 381 over the school age, 7, 637; average attendance, 4,737; number in private and parochial schools, 1,337. Teachers in public schools, 151, of whom 27 were males and 124 females; average wages of male teachers, including principals, $142.75 a month; of females, $44.45. Number of schools, 16; of school rooms, 119. Receipts for public schools, $180,723; expenditures, $166,009. These statistics include those of the high school, for which see "Secondary Instruction."

Notes.—The schools are divided into primary, intermediate, grammar, and high school departments, the last having a partial endowment of its own, and being thus, to some extent, independent of the city system, though linked with it and used by it. There is also a special German department of 6 grades. Two evening schools were opened in the autumn of 1875, as in former years, and continued 16 weeks, with a total enrolment of 465 males and 117 females and an average evening attendance of 183.49. The branches taught in these evening schools were reading, spelling, writing, arithmetic, and United States history. The interest manifested is said to have exceeded that of any previous winter.—(Report of board of school visitors for 1875–'76, through E. R. Hunt, acting school visitor.)

NEW HAVEN.

Organization.—A board of education of 9 members, elected for terms of three years each, one-third going out each year. Officers of the board, a president chosen from its own number, and a superintendent and secretary from without.

Statistics.—Population of the city in 1870, according to United States census, 49,621; present population, 57,136. Children between 4 and 16, enumerated January, 1876, 12,586; registered in public schools, 10,738; average daily attendance, 7,041. Teachers employed in public day schools, including one each for music and drawing, 199; in evening schools, 12; total, 211. Average annual salary of these, $617. Receipts for public schools, $215,048; expenditures, $168,884. Cost of school property, $501,400. Number of children attending other than public schools, 1,535.

Notes.—The number registered in public schools during the year added to the number attending private and parochial schools seems to leave only 313 not in any school during the year. The census takers, however, found in January, 1876, no less than 3,291 not then in any school. Truancy and needless absence from school are put down among the chief hindrances to effective education.

One new school-house, with dress closets attached to each school room and with ample provision for heating and ventilation, has been built during the year, and one additional school room has been opened.

The training school for preparation of new teachers, referred to in a preceding report, is still continued and forms an important source of supply for both temporary and permanent vacancies in the primary and intermediate departments. For high schools, see "Secondary Instruction."

Drawing is said to have made good progress and to be in a very satisfactory condition, the faculty for free hand work being especially cultivated.

The truant school on Whiting street has been kept up, but the rapid increase of truancy, not only in the other schools but especially in this, shows that it does not accomplish its intended work, the cases of truancy in this school itself being twofold greater than in 1874–'75 and seven times greater than four years ago.

Two evening schools for young men were maintained as usual, but with a smaller attendance than in former years. Two were also opened for young women, but the attendance was so small and irregular that they were not long continued.—(Report of Superintendent Ariel Parish for 1875–'76.)

MERIDEN.

Officers.—A board of school visitors of 9 members, of whom 3 go out of office each year.

Statistics.—Number of children of school age, (5–15 years,) 3,405; number enrolled in public schools, 3,084; average attendance, 1,535; number of teachers, 44; average salary of male teachers per month, $124.28; of female teachers, $61.50. Amount expended for public schools, including cost of new houses, etc., $48,581.98.

Remarks.—The public schools of the town were never before in so high a state of discipline and general efficiency as at present, and perhaps in no other year have so rapid strides in literary advancement and scholastic attainments been noticeable. The attendance in the schools, according to the report of the truant officer, has been better than ever before, and, while there is still room for improvement, truancy has steadily decreased.

There are about one thousand children in the Roman Catholic and private schools of the city.—(Report of board of education and Superintendent Henry E. Sawyer, 1875–'76.)

MIDDLETOWN.

Officers of the school system.—A board of education of 9 members, elected for terms of three years, one-third of the number retiring each year, and a city superintendent of schools.

Statistics.—Number of children of school age, (1875,) 1,326; number of pupils registered during the year, 1,279; decrease from 1875, 47; average attendance, 643; decrease, 25. Expenditures for public schools, $17,873; total for salaries of teachers, $14,064.

Remarks.—With the general depression in business the schools have suffered a diminution in the number enumerated the previous year, and, as a consequence, in the number attending school. There has been a slight gain in regularity of attendance, but the recorded absences still amount to 48 half days, or nearly 5 weeks on an average to each scholar, while the cases of tardiness average nearly 4 to each pupil. Truancy appears to be increasing a little. This and the often resultant evil of vagrancy cannot be adequately dealt with by the ordinary appliances of school discipline, and for their removal legal measures are recommended.

The senior department of the schools seems to comprise all the usual high school studies, and offers four courses, viz: English, Latin-English, commercial, and classical; in all of these 25 pupils graduated during the year.—(Report of board of education, 1876.)

NEW LONDON.

Officers.—A board of education of 9 members, of whom 3 go out of office each year. The secretary serves as acting school visitor.

Statistics.—Number of children between 4 and 16 years of age, 2,052; number of different pupils attending public day schools, 1,784; average daily attendance, 1,218; total attendance in day and evening schools, 2,070. Number attending private schools, 45; number of school age not in any day school, 176.

Remarks.—The enumeration of persons of school age and the number in attendance have decreased, but the proportion of pupils in the schools to the number enumerated is comparatively large and the average attendance has been scarcely ever equalled. The public schools possess in a very high degree the confidence of the community, and very few children attend private schools. The introduction of music into the course has met with very flattering success. There are two high schools, one of which is for boys, the other for girls, with a total enrolment in both of 112 and an average attendance of 96. Two evening schools were also in operation, one for each sex, the enrolment in them being 184; average attendance, 120.—(Report of board of education, 1875–'76.)

TRAINING OF TEACHERS.

THE NORMAL SCHOOL.

The question of "a school for teachers," to train them in the art of teaching, was discussed among the more advanced friends of education in the State sixty years ago, but the act establishing the normal school was not passed till 1849. The school was opened May 13, 1850, and was under the care of a board of trustees, one from each county, until 1865, since which time it has been in charge of the board of education. In 1867 the funds for its support were withheld, and the school was closed for two years. Since it was reopened in 1869 it has been continually improving, and thus has been of increasing benefit to the State. Two classes are graduated each year, the number in the two being usually about 50, while the yearly attendance has generally been a little over 200.

The board of education, in its report for 1875–'76, says of this school that it continues to serve effectively the object for which it was established, namely, to receive teachers already familiar with the ordinary studies and train them in the best method of teaching and conducting common schools, and that there is reason for rejoicing in the increasing number of pupils who continue a considerable time in the school and in the falling off of such as enter to remain for shorter periods. The whole number connected with the school during the year ended April 1, 1876, was 180. The number of graduates in June, 1875, was 28; in January, 1876, it was 15.—(Report 1875, pp. 7, 8, 133, 134.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In his sketch of the school history of the State, published in the report for 1875, Mr. Baird says (pages 127 128) that the system of grammar schools for the several counties, established by the early laws, continued unchanged till 1798, these schools in their lower classes serving as town schools for their respective towns and in their higher ones as grammar or high schools for the counties in which they lay. When school societies, about the above-named period, took the place of towns in school affairs, any

such society had authority, by a two-thirds vote, "to institute a school of higher order." It was under this law that the first school society of Hartford instituted, in 1847, the high school in that town; but such action was exceptional, and society high schools were very few. In 1839 school districts were empowered to establish schools of different grades. This power, taken from them a few years later, was restored in 1856, and is now widely employed, giving rise to many graded schools, whose highest departments are really, though not nominally, high schools. Towns also, since 1856, have had authority to maintain high schools, though few of them have done so. A part of the larger towns provide in some way what may be called high school instruction, but in many towns of considerable population and wealth no such provision is made, and all education beyond that in the common branches is at private cost and must usually be obtained at a distance from home.

The two principal high school departments of public schools are still those at Hartford and New Haven. The former has a capacity for seating in its 7 rooms 390 scholars and was overcrowded in 1876 with 451, its registration for the year reaching 580. It has a classical and English division, the studies of the former preparing for a classical course in college, those of the latter for a scientific course. It has a good library of reference, containing 2,100 volumes, about 100 having been added in the past year. It has also 24 geographical wall maps, 14 astronomical wall maps, 15 physiological charts, and a philosophical and chemical apparatus worth about $5,500. German and French, as well as Latin and Greek, are taught.—(Report for 1875-'76.)

The New Haven High School, also with 7 rooms, has a seating capacity of 379, has registered during the year past 437, and has had an average daily attendance of 272. Its course embraces classical and scientific studies preparing for any college or scientific school, while a commercial department enables such as wish to engage in business to prepare themselves for it by study of book-keeping, penmanship, commercial law, correspondence, and arithmetic in one year from completion of the course in the lower schools. The examination papers published in the report indicate thoroughness at every point, and the studies include Latin, Greek, French, German, and music, besides the higher English branches. There were 41 graduates in 1876, of whom 8 were males and 33 females.—(Report for 1875-'76.)

ACADEMIES AND KINDRED SCHOOLS.

In 14 schools for boys, 11 for girls, and 16 for both sexes, outside of the public school system or only partially connected with it, there have been reported to this Bureau 1,764 pupils, under 159 teachers. Of these pupils 1,436 are in English courses, 669 in classical, 260 in modern languages, 107 preparing for a classical course in college, and 25 for a scientific course. Drawing (free hand or mechanical or both) is taught in 29 of these schools, vocal music in 21, instrumental in 27. Chemical laboratories are reported by 6, philosophical apparatus by 14, and libraries of 25 to 2,073 volumes by 16, the aggregate number of volumes being 12,653.—(Returns for 1876.)

PREPARATORY SCHOOLS.

Besides the above mentioned academies and high schools, 3 institutions especially aiming to prepare students for college report 16 instructors, 98 pupils preparing for a classica lcourse in college and 12 for a scientific course, with 274 other students, but only 8 that have entered college from them within the year. All 3 report chemical laboratories, but only 2 philosophical apparatus. No one of the 3 has a gymnasium for physical exercise, but intellectual improvement is provided for by libraries of 400, 1,200, and 3,000 volumes. All these schools have funds from endowments in addition to the revenue from tuition fees, the endowment fund of one, the Norwich Free Academy, reaching $125,000, and the income from this $10,000.—(Returns to Bureau of Education for 1876.)

SUPERIOR INSTRUCTION.

TRINITY COLLEGE, HARTFORD, (PROTESTANT EPISCOPAL.)

This college has no law, medical, divinity, or other professional school connected with it, but simply aims to give a liberal education. By a liberal education it explains that it means "A non-professional education, conducted without reference to any future particular profession, calling, or pursuit; but meant so to train the mental faculties as to put them into the most efficient condition, and to qualify a student to enter with success upon the study of any of the professions." Its course of study is similar to that pursued at Harvard, Yale, and other leading colleges, but somewhat more conformed to that of Oxford and Cambridge. Its requirements for admission are of the highest.

In addition to the studies of the regular course, the professors in the several departments give an opportunity for more advanced work to such students as prove themselves competent therefor, and courses of especial study have been marked out, for which arrangements are made. There is also provision for special students who wish to attend to certain lines of study without completion of the full collegiate course.

These, on finishing their studies, receive a certificate stating the studies pursued and the length of time that has been devoted to them; or, on completing the course prescribed for that purpose, may receive the degree of bachelor of science. This course includes all the subjects of the regular course, except the Greek, with special attention to differential and integral calculus, practical astronomy, natural history, mineralogy, and geology.

Besides the regular studies of the college, a series of lectures, embracing history, the sciences, ancient and modern literature, and the laws of health, runs through every year.—(Advertisement of the college and catalogues for 1875–'76 and 1876–'77.)

WESLEYAN UNIVERSITY, MIDDLETOWN, (METHODIST EPISCOPAL.)

The university presents to its undergraduate students the option of three regular courses of study, each extending through four years, the classical, scientific, and Latin-scientific courses. The classical course comprises that range of studies which is usually included in the college curriculum. The other two are designed to secure to those whose circumstances or tastes do not permit an extended study of the ancient languages 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 these courses all studies of the freshman year are required. 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 years of the classical and Latin-scientific course, only a part of the studies are required, the student being allowed to make up his quota of work by selecting from a wide range of elective studies. Provision has also been made for special courses and for post graduate studies.

The library numbers about 27,000 volumes, and there is a fund of $27,000, the interest of which is devoted to its increase; the reading room contains a choice selection of more than 100 American and foreign newspapers, magazines, and reviews. The chemical and astronomical apparatus are quite complete, the latter including a valuable refracting telescope; the museum of natural history is extensive, comprising departments of mineralogy, geology, botany, and zoölogy.

Young women are admitted to equal privileges with young men.—(Catalogue for 1876–'77.)

YALE COLLEGE, NEW HAVEN.

The course of study comprises 4 departments, viz, theology, law, medicine, and philosophy and the arts. The last includes the undergraduate academical department, the under graduate section of the Sheffield Scientific School, the school of the fine arts, and courses for post graduate instruction, each department having a distinct organization.

The most important step taken by the college in 1876 was the adoption of an optional system for the last two years of the under graduate academical course. The required studies of those years are continued as heretofore, except that they are confined to the morning hours. The four afternoons of the week (Wednesday and Saturday remaining half holidays) are given up during those two years to recitations in optional studies. The optionals for the junior year are French, Greek, Latin, and mathematics; for the senior year, German, Greek, Latin, Sanskrit, history, mathematics, astronomy, and mineralogy.

At the request of a number of graduates living in the West, it has been determined to hold at Chicago an examination for admission to the college at the same time and with the same papers, used in the summer examination in New Haven. This, however, is regarded as only an experiment for the present year.

The new chapel has been completed and was dedicated in June, 1876. In consequence of the urgent demand for lecture and recitation rooms, the old chapel is to be converted into these; otherwise it would have been desirable to remove it, in view of its want of beauty and its being out of harmony with the present plan of disposing the buildings around a central space.

The instruction in the school of the fine arts, occupying three years, has for its end the cultivation and promotion of the arts of design, viz, painting, sculpture, and architecture, both in their artistic and æsthetic aims, through practice and criticism. The aim is to provide thorough technical instruction in those branches and to furnish an acquaintance with all learning relating to the history, theory, and practice of art. No provision has yet been made for instruction in the departments of sculpture and architecture, but it is hoped that before long this will be provided. Departments of painting and drawing are in operation, the latter embracing drawing from the flat, from the antique, and from the living model, and studies in anatomy and in perspective including descriptive geometry. In addition to the technical discipline of the studios, a course of 41 lectures on projection, drawing and perspective, 12 lectures on the principles and practice of art, and 6 on form and proportion were given during the year. The school is open to both sexes, but no one is admitted under 15 years of age.

The course of graduate instruction is intended for the benefit of graduates of this and other colleges, and for other persons of liberal education who are not less than 18 years

of age. They are received for longer or shorter periods, 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 degree of doctor of philosophy is conferred upon those who, having already taken a bachelor's degree, implying a course of undergraduate study equivalent to that pursued in the academical department, spend not less than two years in assiduous and successful post graduate study. It is not given, upon examination, to those whose studies are pursued elsewhere. The instruction includes political science, history, philosophy, English literature, philology, mathematical and physical science, and the fine arts.

The degree of A. M. is conferred on bachelors of arts of this college of two years' standing or upwards, who give evidence of having made satisfactory progress in liberal studies.

The sum of $11,000 and upwards, derived partly from permanent charitable funds, is annually applied by the corporation to the relief of students who need pecuniary aid, especially of those preparing for the Christian ministry. About 100 students thus have their tuition wholly or in part remitted.—(College catalogue, 1876-'77, and special statement of the college, June 1, 1876.)

COLLEGES FOR WOMEN.

Three institutions claiming to be for superior instruction of young women report, for 1876, a total of 27 instructors and 254 students, 2 of the instructors and 40 of the students being in a preparatory department at Grove Hall, New Haven, and 50 in a collegiate department there. The remaining 164, in the Hartford Female Seminary and the Seminary of Notre Dame, Waterbury, are unclassified.

None of these institutions is chartered and authorized to confer degrees. Their courses are from 4 to 8 years, the last probably including elementary instruction. In all the 3 are taught drawing, painting, vocal and instrumental music, and modern languages, as French, German, and Italian. Two report chemical laboratories; 1, some apparatus for philosophical instruction; 1, a collection of objects in natural history; but none has art galleries, astronomical observatories, gymnasiums, or apparatus for physical exercise.—(Returns to Bureau of Education, 1876.)

Statistics of a university and colleges, 1876.

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	101	$700,000	$500,000	$16,000	.....	.....	$60,000	18,000
Wesleyan University.	16	a7	0	184	500,000	.....	.....	.....	.....	.....	27,000
Yale College	26	8	0	b571	.....	*318,083	*21,203	*$68,008	$0	.....	c100,000

a Partially endowed. b Also 67 graduate students. c Includes society libraries.
* From Report of Commissioner of Education for 1875.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND SCIENTIFIC.

The Sheffield Scientific School of Yale College is devoted to instruction and researches in the mathematical, physical, and natural sciences, with reference to the promotion and diffusion of science, and also to the preparation of young men for such pursuits as require especial proficiency in these departments of learning. It is, in fact, the college of agriculture and the mechanic arts of the State.

The instruction is intended and arranged for two classes of persons: college graduates, and others who are qualified for advanced or special scientific study; and undergraduates who desire a training chiefly mathematical and scientific, in part linguistic and literary, for higher scientific studies, or for other occupations to which such train-

ing is suited. The advanced course for graduates leads to the degree of bachelor of philosophy, doctor of philosophy, civil engineer, or dynamic engineer. Special students are also received who wish to study without reference to obtaining a degree. In the undergraduate department courses of study are arranged to suit the requirements of various classes of students. The first year's work is the same for all; during the last two years the instruction is chiefly arranged in special courses. Those most distinctly marked out are in chemistry, civil engineering, dynamic engineering, agriculture, natural history, studies preparatory to medical studies, to mining and metallurgy, and to other higher studies.—(Yale College catalogue, 1876–'77.)

THEOLOGICAL.

The *Theological department of Yale College* (Congregational) offers a regular course of instruction lasting three years, and including, in addition to the regular theological curriculum, several courses of lectures and optional instruction in the German and Sanskrit languages. The conditions of admission are membership in some evangelical church or other satisfactory evidence of Christian character, and a liberal education at some college, or such other literary acquisitions as may be considered an equivalent preparation for theological studies.

Students whose circumstances require it receive $100 a year from the income of scholarships and of other funds belonging to the department. Besides this, aid to the amount of $100 annually is afforded by the American Education Society to its beneficiaries. A graduate scholarship or fellowship, affording $700 for two years, has been established in the seminary as a memorial of the late Mrs. Aurelia D. Hooker, of New Haven. It is offered, for the first time, to the class entering in 1876, and will be assigned at graduation to that member who shall be judged most worthy of it by the faculty. He will be expected to pursue a course of theological study, either as a resident at the seminary or, in case he may prefer to do so, in Europe and Palestine.—(Yale College catalogue, 1876–'77, and published statement of the alumni, 1876.)

The *Berkeley Divinity School*, Middletown, (Protestant Episcopal,) has a course of three years. Its plan of instruction embraces both lectures and recitations. Candidates for admission must be able to read the Hebrew text of the Old Testament. Tuition is free; so, also, are the rooms in the school buildings, where provision is made for about 30 students. Aid is, in certain cases, extended to persons who need it. Twenty-four of its 27 students have received degrees in letters or science.—(Catalogue of Berkeley Divinity School, 1876–'77, and return for 1876.)

The *Theological Institute of Connecticut*, at Hartford, (Congregational,) has a three years' course of study, 22 students, 4 endowed professorships, and a library of 7,000 volumes.—(Return for 1876.)

LEGAL.

The *Law department of Yale College* presents an undergraduate and a graduate course, each of two years. In the undergraduate course the exercises consist of lectures, recitations from standard text books, with oral explanations and moot courts. The graduate course is open to graduates from any law school having the degree of LL. B. The degree of master of law will be conferred upon examination at the close of the first year and that of doctor of civil law at the end of the second. The curriculum of the first year is particularly designed to supplement that of the undergraduate course, by affording further instruction in branches there pursued. That of the second year is designed to meet the wants of those who aim at acquiring a thorough acquaintance with jurisprudence and its affiliated studies as a means of completing their education, without confining themselves to such topics as are of the first necessity to the practising lawyer.—(College catalogue, 1876–'77.)

MEDICAL.

In the *Medical department of Yale College* there is a three years' course of instruction, divided into two terms each year. In the spring term instruction is given by means of recitations and lectures; in the winter term, by public lectures, daily examinations illustrated by hospital instruction, medical and surgical clinics, with abundant facilities for anatomical dissections.* Every candidate for a degree is required to possess, in addition to a good English education, a competent knowledge of the Latin language and of the principles of natural philosophy. He must have attended two full courses of public lectures, and must have pursued the study of physic and surgery for three

* The museum connected with the medical department is designed to illustrate anatomy, pathology, surgery, obstetrics, chemistry, and materia medica.

It contains the following anatomical preparations: Dry, 150 specimens; 2 papier mâché manikins; several articulated skeletons; 50 anatomical models of parts of the human body; 50 wax preparations; 100 maps and drawings, besides many printed charts and plates; 165 craniological casts; 250 pathological preparations in alcohol; 80 pathological paintings, and 5 large volumes of plates; 30 obstetric and embryological models; 16 obstetric paintings, and several volumes of obstetric plates; about 50 jars containing wet preparations, illustrating obstetrics and embryology; 17 casts, illustrating surgical operations; 44 models of skin diseases, colored.

Besides these, there are 95 plates (mounted in frames) illustrating botanical materia medica, 180

years; or, if he be graduate of a college, for two years, including the time spent in attendance upon medical lectures. He must be 21 years of age, and must present a thesis written by himself on some medical subject.—(College catalogue, 1876–'77.)

Statistics of schools for scientific and professional instruction, 1876.

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.	32	....	230	3	.....	$280, 123	$17, 000	.....	5, 000
SCHOOLS OF THEOLOGY.									
Berkeley Divinity School	7	....	27	3	.....	.....	.....	.....	15, 000
Theological Institute of Connecticut.	10	4	22	3	.....	.....	.....	.....	7, 000
Yale Divinity School	11	4	95	3	.....	247, 544	15, 000	.....	2, 000
SCHOOL OF LAW.									
Yale Law School	12	....	65	2	.....	10, 000	700	.....	8, 000
SCHOOL OF MEDICINE.									
Medical Institution of Yale College.	10	....	36	3	$200, 000	30, 000	.....	.....	2, 500

SPECIAL INSTRUCTION.

AMERICAN ASYLUM FOR THE DEAF AND DUMB, HARTFORD.

Of the 264 pupils present in the institution during the year 1876, instruction was given in articulation and lip reading to 38. The improvement of 18 who were semi-mutes was good, but a number of the deaf-mutes so taught made such slow progress that their further instruction on this plan seemed unadvisable. More attention was given in 1876 to lip reading than formerly. Some persons, it is found, learn this more readily than speech. Mr. Bell's method of visible speech is still used and is considered exceedingly valuable.

Since the foundation of this institution in 1817, it has afforded instruction to 2,107 pupils who remained in it an average of about 7 years, and 50 of its graduates have become teachers in similar institutions. The common English and some academic branches are taught. The trades taught are cabinet making, shoemaking and tailoring. The number of pupils in attendance supported by Maine was 60; by New Hampshire, 28; by Vermont, 25; by Massachusetts, 83; by Rhode Island, 8; by Connecticut, 56; and by friends, 4; making a total attendance within the year of 264. The average during the year was 218.

In April, 1876, the asylum received a legacy of $5,000, under the will of Mr. James S. Seymour, of Auburn, New York.—(Annual report of the asylum, 1875–'76, and return to the United States Bureau of Education.)

WHIPPLE'S HOME SCHOOL FOR DEAF-MUTES.

A report from Z. C. Whipple, principal of this school, states that he has devised a new method of teaching language to congenital deaf mutes, by which he has been

bottles vegetable materia medica; 250 bottles medicines, (chemically prepared;) 400 bottles containing chemical preparations for use in the chemical course, besides complete sets of chemicals and apparatus for laboratory work.

The museum also contains a small cabinet prepared by the Natural History Society, (now extinct,) in which are 170 birds mounted and preserved in glass cases; about 100 fishes and reptiles, and a case containing 300 insects.

There is no printed catalogue, nor is there any regular fund for enlarging this museum; but additions are made from time to time, as the limited fund for incidental expenses of this department will allow. About $1,000 have been spent in improvements within three years. Entire number of specimens, 3,500.—(Special report to the Bureau of Education, 1876.)

quite successful in training to articulate and read the lips pupils who had arrived at maturity and had received an education in the sign language. Even those who had passed more than thirty years in silence have in a few months been taught to articulate all the common words with sufficient distinctness to make themselves easily understood. It is claimed by Mr. Whipple that the new method comes nearer to the natural method by which hearing-children learn to talk than any other system of instruction with which he is acquainted. A diagram representing the organs of speech and used as the basis of the "natural alphabet" is explained to the pupil, and in a short time the connection between the letters of this "alphabet" and the organs to which they respectively correspond becomes so obvious to the child, that when any one of the elementary sounds is distinctly spoken, with the face of the speaker in a good light, the pupil will point at once to the corresponding letter of the "natural alphabet," just as he would point to the picture of a horse if the real animal were shown him. From the beginning the pupil is taught to read words written in the "natural alphabet," but at first no attempt is made to teach him to repeat the sounds. He is simply taught to understand. Sentences are written, and when he has learned them from the book or blackboard the words are repeated by the teacher. The pupil is required to watch the teacher's mouth, and he perceives with delight the same words formed by the lips that were written out for him to learn. In this way he learns to read the lips with scarcely a conscious effort, and he is placed in a position to receive ideas from any one who possesses the ability to speak.—(Report 1875–'76, pp. 140–143.)

CONNECTICUT SCHOOL FOR IMBECILES.

The number of pupils in attendance and under the treatment of this school during the year 1876–'77 was 74; of these 35 were beneficiaries of the State, from which were received $4,113 for their support. The institution has no endowment funds, all its revenue being derived from tuition.

Physical training and culture are the foundation of all the education here. Children are instructed, so far as their capacities will allow, in reading, writing, drawing, arithmetic, geography, and the other branches taught in public schools; but physical training and education take precedence. In this respect the children are found to be greatly lacking when they first come to the school. There is lack of coördination of muscles, lack of coöperation of will and muscle, lack of proper supervision by the senses over the ordinary matters of physical well-being, and lack of power to attend properly to bodily wants. It is found that improving the body and cultivating the special senses is the only way by which the imperfect and dormant mind can be reached.—(Annual report of the school, 1876–'77.)

LIST OF SCHOOL OFFICIALS IN CONNECTICUT.

STATE BOARD OF EDUCATION.

Name.	Post-office.
Ex officio.	
His excellency Richard D. Hubbard	New Haven.
His honor Francis B. Loomis	Hartford.
By appointment of the general assembly.	
George M. Woodruff, term expires 1877	Litchfield.
Thomas A. Thacher, term expires 1878	New Haven.
Elisha Carpenter, term expires 1879	Hartford.
——— ———, term expires 1880	
Hon. Birdsey Grant Northrop, secretary of the board	New Haven.

CITY SUPERINTENDENTS OF SCHOOLS.

Superintendent.	Post-office.
H. M. Harrington	Bridgeport.
Henry E. Sawyer	Middletown.
Ariel Parish	New Haven.
N. L. Bishop	Norwich.
M. S. Crosby	Waterbury.

List of school officials in Connecticut—Continued.

ACTING SCHOOL VISITORS OF TOWNS.

[This list includes all towns which had over 4,000 inhabitants at the census of 1870, except Bridgeport and New Haven.]

Towns.	Acting visitors.	Post-office.
Danbury	E. F. Hendrick	Danbury.
Derby	B. F. Culver	Birmingham.
Enfield	Dr. E. F. Parsons	Thompsonville.
Greenwich	M. L. Mason	Greenwich.
Groton	S. S. Lamb	Mystic.
Hartford	J. H. Brocklesby	Hartford.
Killingly	G. W. Pike	South Killingly.
Manchester	R. R. Dimock	North Manchester.
Meriden	Rev. J. T. Pettee	West Meriden.
Middletown, (country districts)	S. J. Starr	Middletown.
New Britain	Charles Northend	New Britain.
New London	Ralph Wheeler	New London.
Norwalk	Rev. J. A. Hamilton	Norwalk.
Norwich, (country districts)	J. W. Crary	Norwich.
Plainfield	J. S. French	Central Village.
Portland	W. S. Strickland	Gildersleeve's Landing.
Putnam	Rev. Dr. B. F. Bronson	Putnam.
Southington	Rev. A. P. Buell	Southington.
Stamford	Nathaniel R. Hart	Stamford.
Stonington	B. F. Williams	Mystic Bridge.
Vernon	Gelon W. West	Rockville.
Waterbury, (country districts)	Greene Kendrick	Waterbury.
Winchester	C. F. North	Winsted.
Windham	George W. Melony	Willimantic.

DELAWARE.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Number of children of school age, (5–21)	Not given.	Not given.		
Number enrolled in public schools	19,881	21,587	1,706	
Average number of pupils in each school	53.87	58	4.13	
TEACHERS AND THEIR PAY.				
Number of teachers in public schools	456	430		26
Number who received certificates		462		
Average monthly salary, out of Wilmington.	$29 52	$30 75	$1 23	
SCHOOLS.				
Number of public schools	369	370	1	
Average number of months taught		7.2		
Number of school-houses: log, 3; frame, 216; brick or stone, 49.		268		
Number of schools visited		276		
Number having blackboards		250		
Number having none		26		
Number having maps and charts		26		
Number having none		250		
Number having globes		13		
Number having none		263		
SCHOOL INCOME AND EXPENDITURE.				
Receipts from State appropriation	*$33,001	$29,285		3,716
Receipts from district tax	159,734	186,940	$27,206	
Total receipts	192,735	216,225	23,490	
Expenditure for pay of teachers	Not given.	114,028		
Expenditure for contingent purposes, rent, fuel, &c.	Not given.	102,198		

* This *appears* to be from State appropriation; that for 1875–'76 is specifically stated to be from this source.—(Report, p. 8.)

(From returns for 1874–'75 and first printed annual report for 1875–'76 of Hon. J. H. Groves, State superintendent of free schools.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

State constitution of 1792; revised edition of school laws, 1868; new school laws of March 24 and 25, 1875; Barnard's Journal of Education, vol. xxiv, p. 239; message of Governor John P. Cochran, January, 1877.

LEGISLATION RESPECTING SCHOOLS.

As early as 1792 the people of this State, by an amended constitution, required the legislature to provide by law for establishing schools and promoting arts and sciences. Four years afterward (February 9, 1796) an act was passed to create a fund sufficient to establish schools, the means relied on for it being the fees derived from marriage and tavern licenses until 1806, and thereafter such other money and estate as might be

granted for this purpose. Other sources of income were subsequently added, such as the interest of the United States deposit fund in 1837, and in 1867 the fourth of all the money arising from licenses for auctioneering; for foreign life and fire insurance agencies; for vending of goods, wares, and merchandise by samples; for keeping travelling jacks or stallions; for keeping eating houses, taking photographs, acting as brokers or real estate agents, exhibiting circuses, practising jugglery, and selling liquors. From these various sources has come a school fund amounting in the aggregate to $449,000 and yielding $29,284 for annual distribution. The State treasurer was constituted from the outset the trustee of this fund, and his powers and duties as such were defined.

In 1797, 1816, 1817, 1821, there was legislative action "to increase the fund or pay the tuition of poor children;" in 1829, "to provide for free schools;" in 1830, 1832, 1833, 1835, action supplementary to this; in 1837, to appropriate the income of the United States surplus revenue fund for the benefit of school districts; and in 1852, 1857, 1858, 1861, 1867, amendatory action with reference to the school law; that of 1861 being especially important, as requiring the school committee in each district to raise by tax a certain sum for the school of the district, irrespective of the action of the voters, who might, however, raise a further sum.

The defects in this somewhat frequent legislation were (1) that till 1861 there seems to have been no compulsion on the school districts into which the State had been divided, to raise by tax, for the support of schools, a sum additional to the distributable State fund of sufficient amount to maintain good schools for any reasonable length of time; (2) that, whether such a sum was raised or not, it appears to have been left optional with the districts to have or not to have a free school, the issue being that in some districts no such schools were established, the money received from the State fund and from the people going to aid in the maintenance of pay schools by either a bargain for a general lessening of tuition fees or an arrangement for the instruction of poor children amidst the pay scholars in the schools; (3) that, where schools were established, there was, except in Wilmington, no sufficient legal provision for examination as to the character and qualifications of the teachers that might be engaged for them, or for supervision of the work done by them in the schools, with a view to the securing of the best results; for, although county superintendents of free schools were provided for, no power to examine teachers or visit and inspect the schools was given them; (4) that, though county conventions of school officers and teachers were glanced at in the law and a small provision made for printing their proceedings, there was no requirement that such meetings should be held, no encouragement to teachers to attend them, and apparently no arrangement for securing that any instruction should be given to such as might attend; (5) that for one considerable element in the population of the State — the children of the colored people — there was, even after the liberation of the slaves, no provisions whatever in the school law. They were not included in the census on the basis of which the school fund was distributed, had no portion of that fund for the establishment of schools among themselves, and, if they sought instruction in any public school in their neighborhood, could be told by the teacher that it was not open to them. It was only "free to all white children of the district over 5 years old."

In view of these facts, perceived and felt by the best friends of public schools, an effort was made in March, 1873, to pass an act amendatory of existing school laws, and providing for an enforced district taxation for free schools; for county superintendents to examine teachers and visit and inspect the schools; for county boards and a State board to meet at certain settled times and places and attend to all matters connected with public school education; for an annual report from the latter to the governor, of the condition of the school system; and for a distribution to the colored people of their fair portion of the school fund, on their organization of a school in any district, with a proper number of pupils to attend it, and an amount of funds additional to the State fund sufficient to keep it in operation when commenced. The bill, as presented, passed the lower house of the legislature, but failed to pass the senate.

The friends of a better system did not accept this rebuff as final, but renewed, in due time, their efforts in the same direction, and on the 24th of March, 1875, succeeded in passing a bill which allowed the colored people of the State to have a tax of 30 cents on the one hundred dollars assessed upon themselves and appropriated, through the Delaware Association for the Education of the Colored People, to the support of schools for colored children. The next day, March 25, a general school law was passed, providing for a fixed tax to be raised annually in each district, for the support of schools therein; for the examination of the teachers to be employed in them; for meetings of these teachers each year in county institutes of at least three days each, with provision for instruction and exchange of views; for supervision of the schools by a State superintendent, who should visit each school and advise with the teachers once every year; and for a State board of education, to hear appeals from the action of school officers, to determine text books, and to prepare and issue blanks

for school returns; report to be made to the governor, on the first Tuesday of December in each year, of the condition of public schools.

This is the law under which the school system of the State is now being worked, and from the excellence of most of its provisions a great improvement in both the number and quality of the public schools may be reasonably hoped for.

ELEMENTARY INSTRUCTION.

GENERAL VIEW.

With much to remind one of the poor old days when schools were left to work themselves, with no supervision but what might come from the people, the new State superintendent finds, on the whole, a marked improvement growing out of the amended school law. The old idea of just "keeping school" is being supplanted by the better one of "teaching school." A genuine interest in public education is gradually overcoming the occasionally lingering prejudice against the new order of things brought in by the new law. The position of public school teacher is being elevated, and the hope of further and higher improvement is expressed and evidently entertained.—(First annual State report, for 1875–'76, p. 23.)

THE COUNTIES SEPARATELY VIEWED.

Beginning with New Castle County, where, save in such favored localities as Wilmington, school interests are said to be held too generally as less important than all others, the superintendent, in his visits, found many teachers using the old mechanical methods of instruction. The reading was, in such cases, without any regard to inflection, articulation, emphasis, or proper drilling in the vocal sounds; the writing, without even so much as a specific supervision of the exercise; the arithmetic, merely a ciphering out of sums. In grammar, there was a bare recitation of the text; in geography, eight or ten questions, and "take your seats." There was, in brief, too much of *hearing lessons*, and not enough of *teaching*. On the other hand, earnest men and women, full of enthusiasm, were discovered, to whom a blackboard was indispensable, whose schools showed that trained hands had put them in order, and by whom *things* were taught as well as *words;* the school-houses being, for the most part, comfortable, with apparatus for the teacher's use and grounds ample and shaded.

In Kent, next farther south, appeared, too, a lack of general interest in the free schools—a lack indicated by school-houses generally small, uncomfortable, and poorly furnished; the scholars being crowded into a narrow space, with little ventilation and no comforts, in some cases compelled to sit on benches without backs. In one school, 83 pupils were gathered in a school-room 15 by 20 feet, while the average was only 20 by 25 for 50 pupils. We find some noble work done and some excellent teachers, but poor schools and poor teaching the too common rule.

Respecting Sussex County, the farthest south, the report is still less cheerful, the teachers here being generally men who do not make teaching a profession, but only give it the time not occupied in other work, teaching for three months and farming nine. The period thus spent in teaching is so brief that, even with the best effort, little effective work can be accomplished. Consequently, though scholars were found well behaved and eager for instruction, the condition of the schools was not encouraging. In many of them neither grammar nor geography was taught. Reading, writing, and ciphering formed the staple of the daily work, with little attention to first principles and little instruction in fundamental rules. The school-houses, too, were found to be small and miserably furnished, long desks being stretched around the walls, and benches having neither backs nor stays. In many cases children were compelled to await their turns for writing, there not being desk room to accommodate all at once. The superintendent found neither maps, charts, nor globes in any of the school-houses of the county, while 19 schools had no blackboards. The only relief in this rather gloomy picture is the statement that "Sussex has teachers well qualified and doing as efficient work as will be found in the counties of this State or other States," the current condition, however, both of schools and school-houses, showing plainly that the new law was not passed too early and that State inspection did not come too soon.—(First annual State report, pp. 11–16.)

SCHOOLS FOR THE COLORED PEOPLE.

The jurisdiction of the State superintendent does not extend over these schools, they being still under the care of the Delaware Association for Education of the Colored People, but in answer to an inquiry whether the new law taxing Africans for support of their own schools has secured improvement in them, he says that he does not see any material improvement yet beyond the fact that larger means for carrying on their schools have been obtained. This must, however, issue before long in better school-houses, teaching of a higher grade, a longer school term, and thus more effective schools.

CITY SCHOOL SYSTEMS.

DOVER.

Statistics.—Population of the city, 2,400. Number of pupils enrolled in public schools, 402; in other schools, 56. Average daily attendance, 217; number of days taught, 204. Number of teachers employed, 6, 1 being a man. Salary of principal, $800. Total expended for teachers' salaries, $2,300. Estimated worth of school property, $10,000. Average annual cost for education of each pupil, $6.84.

Remarks.—The departments are classified as primary and grammar. Promotions from grade to grade are made at intervals on examination of pupils and recommendation by the principal. Corporal punishment in the higher departments has been abolished, with the most satisfactory result.—(Report of State superintendent, 1875–'76, p. 27.)

WILMINGTON.

School officers.—A board of education of 30 members, holding office three years, one third being changed each year, and a city superintendent of schools.

Statistics.—Number of pupils enrolled in the day schools, 5,947; decrease, 86. Average number belonging to the day schools, 4,102; increase, 289. Average daily attendance, 3,720; increase, 215. Number of teachers in the day schools, 97. Number of schools, 20. Number of pupils in the three night schools, 278; average attendance, 130.

Remarks.—The schools are graded as primary, grammar, and high and grammar combined. There are 14 of the first named, 4 of the second, and 2 of the last, 1 for boys and 1 for girls. These 2 have a total enrolment of 1,127 pupils, an average belonging of 828, and an average attendance of 770. The number of pupils actually engaged in studying the higher branches is 99. Of these, 61 are boys and 38 girls. The course of instruction lasts three years, and includes Latin, with the higher English branches.—(Report, for 1875–'76, of D. W. Harlan, esq., superintendent of public schools at Wilmington.)

TRAINING OF TEACHERS.

INSTITUTES.

The only means for the professional training of teachers, referred to by the State superintendent as existent, is the county teachers' institute, required by the new law to be held for three days every year in each county. Although no legal provision was made for meeting the expenses of such institutes, the superintendent has held them, according to the law, and through the aid of experienced instructors has been able to secure most satisfactory results. The attendance in the three counties during the school year 1875–'76 was 308. The exercises consisted of discussion of questions relating to the theory and practice of teaching, class exercises, instruction in the various branches to be taught, and public lectures in the evening. The effect has been a considerable awakening of enthusiasm among teachers, an improvement in their methods of instruction, and a promise of lasting good to all concerned.—(State report, pp. 16–19.)

An institute for the special benefit of the teachers in the schools of Wilmington has been wont to be held by Superintendent Harlan there, and although no notice of it for the year has yet appeared, it is supposed to be still continued.

SPECIFIC NORMAL TRAINING.

As has been stated in previous reports, a normal department is required by law to be maintained in Delaware College, in which free instruction must be furnished by the faculty to 10 students from each of the three counties of the State, whenever such students, on presenting themselves for admission, bind themselves to teach in the free schools at least one year. Whether this arrangement has proved effective or ineffective does not appear; but that the latter is the judgment of the State superintendent may be inferred from the fact that he speaks in his report as if there were "no means for the preparation of teachers who can use the progressive and modern methods of to-day," and from the further fact that he urges the establishment of a school in which such teachers may be prepared.—(State report, p. 20.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only schools of this class of which any information has reached the Bureau are the boys' and girls' high schools of Wilmington, where, in the strictly high school classes, were 61 boys and 39 girls, in courses of study embracing three years, and including the higher English studies, with Latin to the fifth books of Cæsar and the Æneid. During the year two new studies were introduced into the boys' high school: chemistry

in the middle year and "the science of government in connection with American institutions" in the senior year. Since the last report, chemicals, chemical apparatus, and a laboratory and lecture room for general chemistry and physics, have been provided for the use of the same school, so that now facilities are possessed for performing nearly all the experiments which the text books require or the classes can comprehend. The girls' high school furnishes most of the new teachers required for the lower public schools.—(Report of city schools for 1875–'76.)

PRIVATE SECONDARY SCHOOLS.

In 2 schools for boys, 2 for girls, and 6 for both sexes, 10 in all, outside of the public school system, there have been reported to this Bureau 490 pupils, under 42 teachers. Of these, 113 are in classical studies, 91 in modern languages, 44 preparing for a classical course in college and 24 for a scientific course. Drawing is taught in 7 of these schools, vocal music in 5, and instrumental music in 6. A chemical laboratory is reported by only 1, philosophical apparatus by 2, and libraries of 180 to 2,000 volumes by 4, the aggregate number of volumes being 3,880.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

DELAWARE COLLEGE, NEWARK.

In this institution, now under State direction, there is the customary classical course of 4 years, leading to the degree of A. B., with a literary course for ladies, extending through 3 years, omitting the higher mathematics and substituting one of the modern languages for Greek.—(Circular of college.)

COLLEGE FOR WOMEN.

One such institution, the Wesleyan Female College, Wilmington, reports for 1876 11 instructors, with 38 preparatory and 92 collegiate students. Music, both vocal and instrumental, is taught, as are also drawing, painting, French, and German. There is a chemical laboratory, sufficient for needed experiments, a philosophical cabinet, and a natural history museum; no astronomical observatory, art gallery, or gymnasium. The college is chartered and authorized to confer degrees.—(Return to Bureau of Education.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC DEPARTMENT OF DELAWARE COLLEGE.

In the scientific course of this college no Latin and Greek are required for entrance. But Latin, with either French or German, enters into the subsequent studies of the course, which reaches through 3 years and leads to the degree of Ph. B.

The agricultural course, also of 3 years, is largely devoted to practical agriculture and horticulture, with the mathematical and scientific studies related to these, French and German being optional.—(Circular of college.)

No schools for theological, medical, or legal instruction exist in the State, the near neighborhood of such in Philadelphia affording every needed facility for study in these lines.

Statistics of a college and school for professional instruction, 1876.

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	$83,000	$5,000	$1,000	$3,000	$0	*a*7,200
SCHOOL OF SCIENCE.											
Agricultural department of Delaware College *b*				34							

*From Report of Commissioner of Education for 1875.

a Includes society libraries.

b Statistics included in those of the college.

SPECIAL INSTRUCTION.

NO STATE PROVISION.

Partly from the comparative smallness of her population and partly from the convenient nearness of schools for special instruction in Philadelphia and its neighborhood, Delaware has no schools of her own for instruction of the blind, the deaf and dumb, the orphaned, the feeble-minded, or those who need reformatory training. Such are usually placed in the schools above referred to, thus securing greater advantages, at a slighter cost, than could be afforded them in their own State. For 1876 there were 7 in the Pennsylvania Institution for the Deaf and Dumb, 2 in the Deaf-Mute College of the District of Columbia, 3 in the Pennsylvania Institution for the Blind, and 2 in the Pennsylvania Training School for Feeble-minded Children.—(Governor's message, 1877, p. 15.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This association, formed in 1875, held no meeting in 1876, probably because the teachers generally preferred to devote to the Centennial Exhibition in Philadelphia all the leisure hours that could be secured.

LIST OF SCHOOL OFFICIALS IN DELAWARE.

STATE BOARD OF EDUCATION.

Names.	Post-office.
W. H. Purnell, LL. D., president of State college, chairman	Newark.
J. C. Grubb, secretary of state	Wilmington.
James H. Groves, State superintendent of free schools	Smyrna.
N. Pratt, M. D., State auditor, secretary	Milford.

STATE SUPERINTENDENT OF FREE SCHOOLS.

Name.	Post-office.
Hon. James H. Groves	Smyrna.

CITY SUPERINTENDENT.

Name.	Post-office.
D. W. Harlan	Wilmington.

FLORIDA.

STATISTICAL SUMMARY.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age in 1874–'75, (6–21;) 1875–'76, (4–21.)	94,522	74,828	.....	19,694
Children enrolled in public schools	32,371	26,052	.....	6,319
Children in average attendance	28,306	16,720	.....	11,586
TEACHERS AND TEACHERS' PAY.				
Teachers in public schools	796	557	.....	239
Average pay of these per month	.....	$44 23	.....	.....
Average pay of males	$50	.....	.....	.....
Average pay of females	30	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts, each county 1.	39	39	.....	.....
Number of schools reported	508	671	163	.....
Number of school-houses	.....	438	.....	.....
INCOME AND EXPENDITURE.				
Receipts from State tax	$14,785	$11,587	.....	$3,198
Receipts from local tax	155,867	68,217	.....	87,650
Receipts from other sources, mainly from school fund.	18,300	14,300	.....	4,000
Total receipts	188,952	94,104	.....	94,848
Expenditures for sites, buildings, furniture, &c.	.....	14,639	.....	.....
Expenditures for salaries of superintendents.	15,600	6,748	.....	8,852
Expenditures for salaries of teachers	.....	74,628	.....	.....
Expenditures for fuel, lights, repairs, &c.	.....	5,707	.....	.....
Total expenditures	.....	101,722	.....	.....

(The returns for 1874–'75 are those furnished for that year by Hon. W. Watkins Hicks, State superintendent of public instruction, to the Bureau of Education. Those for 1875–'76 are from the tables appended to his report to the governor, December 31, 1876.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Constitutions of 1839, 1861, 1865, and 1868; Thompson's Digest of the Statute Law of Florida; school law of 1869; reports of State superintendents from 1869 to 1876.

EARLY LEGISLATION RESPECTING SCHOOLS.

Made a Territory of the Union in 1819 and admitted as a State in 1845, Florida had the benefit of the congressional legislation which gave the sixteenth section lands in every township for the use of common schools, and four townships of land for seminaries of learning. For nearly sixteen years these noble grants appear to have received but slight attention. In December, 1835, however, the register of the land office was charged with the duty of selecting and securing the various lands granted by Congress

for schools, seminaries, and other purposes, and was required to keep the several grants distinct and separate in his accounts, so that the rights and interests of one should not be mixed with the rights and interests of others. By act of March 2, 1839, three school trustees were to be elected in each township, to take into their care the sixteenth section lands of the township, lease the same, and apply the rents or profits to the use of common schools in the township, which schools, if not in existence, they were to establish and support. March 15, 1843, sheriffs of counties were made commissioners for the care and lease of school lands and the appropriation of funds accruing from them to the education of poor children of the county; while for the care and lease of the seminary lands the governor was directed to appoint five trustees, who should protect the lands from waste or injury, lease them from year to year at auction or privately, as might best advance the interests of the seminary fund, eject tenants for non-compliance with contracts, and do such other acts as a corporate body may do in reference to the trust committed to it. These trustees were also to take charge of the fund obtained from Congress under the act for the distribution of the proceeds of public lands among the States, as well as of the seminary fund in the treasury and the sums due for rent and occupancy of seminary lands, and loan the same on unincumbered real estate, bond and mortgage, at 8 per cent. interest, payable annually.

In 1845 an act was passed authorizing the governor to employ an agent to locate such seminary lands as had not been previously located and to select other lands in place of any sixteenth section ones covered by private claims. He was also authorized to obtain from the United States Treasury the money to which the State was entitled under the congressional act of 1836 to regulate the deposits of public money, such money to be forever inviolably pledged to purposes of education in the State. By the same act, the net proceeds of all escheated estates were directed to be invested and applied to public education. By a further act, in 1849, the proceeds of the sales of sixteenth section lands, with 5 per cent. of the net proceeds of other lands granted by Congress for educational purposes, as well as of all escheated property and salvage, were to constitute a fund for the support of common schools.

In 1846 the law on this point was again changed, and the register of the land office made the custodian of the seminary lands and empowered to look also after the sixteenth section lands in townships uninhabited or whose inhabitants had failed to appoint trustees to take charge of the same. He was also empowered to recover arrears of rent or damage for all past use and occupation of such lands, succeeding in these respects to all the rights and powers previously vested in the sheriffs of the several counties.

Abundant legal provision seems thus to have been made for securing an ample public school fund out of the 908,503 acres granted the State for common schools. And yet the superintendent of instruction, in 1869, wrote that the interest of the fund derived from these sources never amounted to more than 50 cents a year for each of the children entitled to its benefits. Indeed, the census of 1850 shows that, of the 69 public schools then reported, with 73 teachers and 1,878 scholars, the receipts from public funds were only $250, out of $22,386 total receipts. Subsequently there was an improvement in this respect, $6,059 having been appropriated from State funds to the public schools in 1856 and $6,542.60 in 1858.

The legal organization of the school system, as it existed previous to the civil war, was substantially effected by the act of March 2, 1839, before referred to, an act subsequently amended in 1840, 1844, and 1845. This provided not only for township trustees to look after the raising of a revenue from the sixteenth section school lands, with application of this revenue to the establishment and support of common schools, but also for at least a partial supervision of the acts of these trustees by the judges of probate, who were to serve as superintendents of common schools in their respective counties so far as to give attention to the preservation of the sixteenth sections in their counties, the rightful appropriation of the money derived from them, and all matters connected with the advancement of common schools. The trustees were to report to the judges, on or before the first Monday in December of each year, the number of teachers employed in the township schools, the number of children, (male and female,) the different branches taught, and such other information as they might deem proper. The judges were to consolidate these returns, and forward the consolidated report to the secretary of state, to be communicated to the general assembly. Beyond the revision of these reports by the secretary, no State supervision seems to have been provided for; nor does there appear to have been any requisition that the schools established out of the proceeds of the township school lands should be free to all attendants, or any provision for a tax on property or persons for their support. They were, probably, in consequence, of brief annual duration, and attended mainly, if not wholly, by the children of the poor, unless where these were put into other schools and their tuition fees paid there out of the public school fund.

In 1851, January 24, an act was passed for the establishment in East and West Florida of the two seminaries, for which lands amounting to 92,160 acres had been granted by the General Government, their first purpose being, according to the law, "the instruction of persons, both male and female, in the art of teaching all the various

branches that pertain to a good common school education;" the next, "to give instruction in the mechanic arts, in husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens." Each county was to be entitled to send pupils to one or other of these seminaries, in the ratio in which it should send representatives to the State legislature. The seminaries were established, the one in the western portion of the State, at Tallahassee, the other in the east, at Gainesville. With temporary interruptions, they have continued to the present time, contributing much to the education of the people and the preparation of teachers for the schools. In 1869 they were made free schools, with the exception of the classical department of the East Florida Seminary.

The census returns for 1860 showed the number of public schools in that year to be 97, with 98 teachers, 2,032 pupils, $75 income from endowment, $776 from taxation, $2,340 from public funds, and $16,908 from other sources, probably from tuition fees; total income, $20,099.

LATER LEGISLATION.

Florida, having expended during the civil war the principal of her common school and seminary funds for "arms, ammunition, and other purposes," came out of the great struggle without other means for the reorganization of her schools than what could be derived from the lands remaining still unsold and from taxation of her people for purposes of education. In 1868 a new constitution was adopted, which designated various sources from which a school fund should be derived; made the interest of this exclusively applicable to the support and maintenance of common schools, and the purchase of libraries and apparatus for these; devoted a special State tax of not less than one mill on the dollar annually to the same purpose, and required each county to raise annually, by tax, for the support of common schools, not less than half the amount apportioned to it in the year from the income of the school fund. This constitution required the legislature to provide for a uniform system of common schools and a university, tuition in which should be free; placed a State superintendent of public instruction among the cabinet officers; gave him the supervision of all matters pertaining to public schools, in connection with a State board of education; and provided for a county superintendent of common schools in each county. In accordance with this constitution, an excellent school law was passed in January, 1869, which, with slight subsequent amendments, has remained ever since the school law of the State. It declared that there should be established and maintained a uniform system of public instruction, free to all the youth residing in the State, between the ages of 6 and 21, its officers to be a superintendent of public instruction, a State board of education, a board of public instruction for each county, with a county superintendent of schools as its secretary, and local school trustees, treasurers, and agents. The powers and duties of these officers were clearly defined, as were also those of the teachers in the schools.

PROGRESS UNDER THIS SYSTEM.

At the close of the year in which this school law was passed, there were reported 250 public schools in operation, with a total of 7,575 pupils in attendance; a common school fund of $223,595, yielding $14,145, and a seminary fund of $73,933, yielding about $6,000. Organizations had been completed in 26 counties, and schools had been opened in an equal number, while private schools were generally merged in free schools, some of these doubling and some quadrupling the previous school attendance. Fifteen counties had levied no school tax, but in 9 of these schools were sustained by private contributions.

For the year ending September 30, 1871, the report was, "Instead of 15 counties that failed the year previous to levy a school tax, we have to report but 4. Instead of 13 counties wanting organized boards of instruction, we have only 1. Instead of 11 counties wanting superintendents, all but 2 are now supplied. Instead of 250 schools, with 7,500 pupils, we report 331 schools, with 14,000. And although the law limited the rate of taxation to one mill, several counties assessed a tax of one and a half, two, and even two and a half mills, and the people paid cheerfully."

The succeeding year showed 444 schools, with 16,258 pupils, although there had been failure of crops, an imperfect collection of school revenue, inadequate legislative appropriations, and great political excitement.

During the year ending September 30, 1873, there was an addition of 56 schools, making the whole number 500, with an average attendance of 36 pupils, or 18,000 for the entire State.

The only great hindrance to continued progress appeared to be that the payments of interest on the school fund were made in State warrants, which for two years had brought only about 60 cents on the dollar, thus greatly diminishing the aid rendered by the State to the school districts. The assistance given by the trustees of the Peabody fund, amounting to over $8,000 annually, had to some extent counterbalanced this disadvantage; but, as this was limited to the large schools in the populous towns, the country districts got from it no direct benefit. Hence poorly paid teach-

ers and necessarily short school terms. One decided step was taken this year toward a fostering of higher education in the institution of efforts to establish in Alachua County a State agricultural college, for the organization of which a law had been passed February 17, 1872. The prospect of success in this looked for a time quite promising, $50,000 in cash and 20,000 acres of land, with free transportation on the Florida Railroad for all the building materials required, having been offered in the county for the location of the college there. Financial and other difficulties came in to hinder the attempt, and the institution remains still unorganized, except in name.*

For 1873–'74 the enrolment in the public schools was 21,196, the number of teachers 590, implying an increase in the number of the schools, though the amount of that increase was not given, except in estimate, which set it at 46. For 1874–'75 the school enrolment reached 32,371; the number of teachers 796; number of schools not stated save in the case of high schools, of which 12 were reported, not including the 2 State seminaries, which continue at Gainesville and Tallahassee.

ADMINISTRATION.

The first State school superintendent was Hon. C. Thurston Chase, on whom devolved the institution of the new school system of the State constitution of 1868, under which he was elected. Exerting himself with great vigor to lay well the foundations of the system, he made the study of the different school systems of the older States a preliminary to his own sketch of the school law which he desired, and by consultation with eminent educators and school officers on the working of the several laws ascertained what were held to be the strong and weak points of the different State systems. The result was a school law which met with very general favor, and in which very few things have needed to be changed. This law, approved January 30, 1869, embodied the best features of the older laws with happy adaptations of improvements which experience had shown to be desirable. It remains still one of the best school laws of this country, though somewhat in advance of the region for which it was designed. Mr. Chase died before the expiration of his term of office, and after a temporary vacancy in the superintendency, Hon. Charles Beecher was chosen to fill the unexpired term, which he did with much ability, beginning his work in the spring of 1871 and serving till the latter part of 1872. He was succeeded by Hon. Jonathan C. Gibbs, a native of Philadelphia, partly of African descent, a graduate of Dartmouth College and of the theological seminary at Princeton, New Jersey, who had been sent South in 1865 as an agent of the Old School Presbyterian General Assembly, to organize schools and churches in its interest among the freedmen. In this capacity Mr. Gibbs had so commended himself as to be appointed secretary of state with Governor Reed in Florida, under the constitution of 1868. In this office he continued till his entrance, at the close of 1872, on the office of State superintendent of instruction. It was then a post of considerable difficulty, as the first enthusiasm for a new school system had subsided and political complications and embarrassment about school funds had come in to hinder progress. But by his energy and enthusiasm in the cause he so far succeeded that, in the month of August, 1873, he had the pride and pleasure of saying before the National Educational Association, "The census of 1860 — ante bellum — shows that Florida had in her schools 4,486 pupils, at an expense of $75,412. To-day Florida has 18,000 pupils in school, at an expense of $101,820; fully four times as many pupils, at an increase of only 33 per cent. expense."† Mr. Gibbs died August 14, 1874, at Tallahassee, before the expiration of his term, like Mr. Chase, and for a time, by appointment of the governor, Hon. S. B. McLin, secretary of state, acted as State superintendent, and made the very useful report of 1873–'74, respecting the defects of the school system, and the means of improving it without any changes in the law. He was succeeded by Hon. William Watkins Hicks, who again, at the election in the fall of 1876, was displaced by Hon. W. P. Haisley.

ELEMENTARY INSTRUCTION.

SCHOOL SYSTEM OF THE STATE.

This, as sketched in the report of the Bureau for 1875, includes among its officers (1) a State board of education, forming a sort of general council on educational affairs, with specified powers and duties; (2) a State superintendent of public instruction, who has the oversight, charge, and management of all matters pertaining to public schools, school buildings, grounds, furniture, libraries, text books, and apparatus; (3) county superintendents, who are secretaries of county boards of education and have

* Since the above was written it is understood that a partial organization has been effected.

† A reference to the census of 1860 shows that the figures here given by Mr. Gibbs refer not to the whole public school system, but merely to the attendance on academies in the State at that time, and the cost of the same. Florida also reported in her public schools 2,032 pupils at an expense of $20,099, making a total attendance of 6,518 pupils at an aggregate cost of $95,511. "Attendance," as used by Mr. Gibbs and in this note, means the number of individuals reporting themselves to the census takers as having attended school; for the same period the schools reported a total attendance of 8,503 pupils.

also the duty of visitation and inspection of the schools once in each term; (4) school trustees for districts, who have also to visit and inspect the schools of their special districts, their visitations, however, being once a month instead of once a term, and their inspections reaching to everything connected with the school property.

THE SYSTEM AS ADMINISTERED.

On this point Governor Drew, in his message to the legislature, January 1, 1876, uses the following language:

"Our public school system, though a good one in the main, is not without its faults and imperfections, among which may be named a tendency in its practical working to draw an undue portion of the funds to the towns and more densely populated localities, while the sparsely settled and remote portions of the large counties are deprived of the benefits. A plan is now under consideration which, it is believed, will lessen, if not remove, that defect. Other slight changes, with a view of lessening the expense of operating and increasing the fund for distribution, may be made when it can be done to advantage. But where there can be no change without crippling or destroying the efficiency of the system, no change should be attempted. There has been more injustice done by failure to comply with and faithfully carry out the provisions of the law than from any defect of the system itself. Section 13, paragraph 6, of the common school law requires the superintendent of public instruction to apportion, annually, the interest on the common school fund and the fund raised by the one mill tax authorized by sections 4 and 5 of article 8 of the constitution among the several counties of the State, in proportion to the number of children residing therein between the ages of 4 and 21 years. General provisions on schools, section 38, provide that it shall be the duty of the tax assessor of each county, at the time of assessing the taxes of his county, to take the census of all the children of the county between the ages of 4 and 21. It appears from the accompanying report of the superintendent of public instruction that the census has not been taken since 1873. The work was begun in 1876, but not completed. The census records of 23 counties only are found in the office of the department. There must have been a large increase of scholastic population since 1873; consequently an apportionment made on 74,228, the number at that time, is incorrect."

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," but from the excitement respecting political affairs, which shook the State in the latter part of 1876, no information respecting such schools has been procurable beyond what was given in a special report of high schools furnished by Superintendent Hicks for the Bureau report of 1875. That showed 12 such schools existent, 9 for white and 3 for colored children, the curriculum in them embracing Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and all the higher branches of arithmetic. The East and West Florida Seminaries, at Gainesville and Tallahassee, referred to in the preceding history, were not included among the schools thus reported.

PRIVATE SECONDARY SCHOOLS.

In 2 schools for girls and 4 for both sexes, outside of the public school system, there have been reported to this Bureau 496 pupils, under 34 teachers. Of these, 57 are in classical studies, 30 in modern languages, and 37 preparing for a classical course in college.

Drawing is taught in 3 of these schools, vocal music in 4, and instrumental music in 4. Chemical laboratories are reported by none, philosophical apparatus by none, libraries of 75 to 1,200 volumes by 3, the aggregate number of volumes being 1,575.—(Returns for 1876.)

SUPERIOR AND SCIENTIFIC INSTRUCTION.

STATE AGRICULTURAL COLLEGE.

Respecting this institution, the governor, in his message to the legislature at the opening session of 1877, reported as follows: "Section 12 of an act approved February 18, 1870, and amended 1872, to establish an agricultural college, provides that the trustees shall, within the time prescribed by Congress, determine upon the location of the college at some healthy and conveniently accessible point, which location shall be as near the centre of the State as possible.

"At a meeting of the board of trustees, held at Tallahassee, March 7, 1875, a committee was appointed for the purpose of examining proposed locations for the college. On the first day of May following, the report of the committee favoring Messrs. Gleason and Annos's proposed location, the only one submitted, was presented to the board. Subsequently the board accepted said location, and established the State Agricultural College at Eau Gallie.

"An executive committee was created and authorized by the board to proceed with the erection of suitable buildings carrying out the design."

The location referred to is at a point on the bank of Indian River, 6 miles from the head of the St. John's River, at Lake Washington, and about 3 miles from the Atlantic Ocean. It seems a remote position, out of the way of present communication with the world, and thus less favorable than the formerly chosen location in Alachua County. But considerable amounts of land were offered for it at Eau Gallie, and it was claimed that it would there have great advantages for the cultivation and development of semi-tropical plants and fruits. The long delay in the arrangements for the college, too, endangered the congressional land grant for it, and required prompt action for preserving this. Accordingly, a building for collegiate use has been erected at Eau Gallie; the lands there offered have been thus secured, and with the organization of the college, which probably will be at once proceeded with, the funds from the lands given by Congress will become available for endowment. It is hoped that there will thus at last be the beginning of an institution which has been long waited for and is much needed by the State.—(Report of superintendent of public instruction, December 31, 1876, and of the treasurer of the college, of the same date.)

LIST OF SCHOOL OFFICIALS IN FLORIDA.

Hon. W. P. HAISLEY, *State superintendent of public instruction and ex officio president of the State board of education, Tallahassee.*

STATE BOARD OF EDUCATION.

[Term, January 1, 1877, to January 1, 1881.]

Members.	Post-office.
Prof. W. P. Haisley, A. M., superintendent of public instruction, president	Tallahassee.
Hon. W. D. Bloxham, secretary of state	Tallahassee.
Hon. George P. Raney, attorney-general	Tallahassee.
H. N. Felkel, secretary	Tallahassee.

COUNTY SUPERINTENDENTS.

[Appointed for two years, 1877 and 1878.]

Counties.	Superintendent.	Post-office.
Alachua	Oscar A. Myers	Gainesville.
Baker	Stephen B. Williams	Olustee.
Bradford	J. M. McKinney	Starke.
Brevard	Alexander Tindall	Bassville.
Calhoun	Jesse C. Wood	Abe Springs.
Clay	M. F. Geiger	Green Cove Springs.
Columbia	W. R. Moore	Lake City.
Dade		
Duval	Frederick Pasco	Jacksonville.
Escambia	A. W. Nicholson	Pensacola.
Franklin	A. M. Harris	Apalachicola.
Gadsden	Jesse Wood	Mount Pleasant.
Hamilton	J. H. Roberts	Jasper.
Hernando	S. Stringer	Brooksville.
Hillsborough	J. P. Wall	Tampa.
Holmes	Whitmill Curry	Cerro Gordo.
Jackson	S. J. Erwin	Marianna.
Jefferson	R. Turnbull	Monticello.
Lafayette	J. C. Ramsey	New Troy.
Leon	H. N. Felkel	Tallahassee.
Levy	S. S. Moore	Bronson.
Liberty	T. J. Gregory	Bristol.
Madison	J. L. Brooks	Madison.
Manatee	A. A. Robinson	Manatee.
Marion	H. C. Martin	Ocala.
Monroe	J. V. Harris	Key West.
Nassau	L. S. Dosier, sr	Fernandina.
Orange	J. M. Burrell	Orlando.
Polk	S. M. Sparkman	Fort Meade.
Putnam	Servio Webb	Pilatka.
Santa Rosa	D. H. Golson	Milton.
Sumter	A. P. Roberts	Sumterville.
St. John's	T. T. Russell	St. Augustine.
Suwannee	George C. White	Live Oak.
Taylor	Henry Tilman	Perry.
Volusia	J. H. Chandler	Enterprise.
Wakulla	J. S. Moring	Crawfordville.
Walton	C. B. McFarland	Euchee Anna.
Washington	Thomas Hannah	Vernon.

GEORGIA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age, (6–18)	394,037	394,037	.....	.....
Confederate soldiers under 30	6,854	8,036	1,182	.....
Pupils enrolled: whites, 98,750; colored, 43,978.	*142,728	.....	.....	.....
Pupils enrolled: whites, 107,010; colored, 48,643.	.....	155,653	12,925	.....
Average attendance	105,766	97,996	.....	7,770
TEACHERS AND THEIR PAY.				
No information as to these points.				
SCHOOLS.				
Public schools: for whites, 2,790; for colored, 879.	3,669	.....	.....	.....
Public schools: for whites, 3,157; for colored, 1,075.	.....	4,232	563	.....
Average monthly cost of tuition in these for each pupil.	$1 73	$1 50	.....	$0 23
Amount of the same paid by the State	88	79	.....	09
Private elementary schools	820	814	.....	6
Instructors in these	903	877	.....	26
Pupils: white males, 11,186; white females, 10,089; colored males, 2,118; colored females, 2,058.	25,451	.....	.....	.....
Pupils: white males, 11,098; white females, 9,940; colored males, 1,803; colored females, 1,816.	.....	24,657	.....	794
Average number of months these schools were taught.	3¾	5⅞	1 1⅝	.....
Average monthly cost of tuition for each pupil.	$1 88	$1 88	.....	.....
Private high schools	104	104	.....	.....
Instructors in these	171	176	5	.....
Pupils in the same: males, 3,087; females, 2,292.	5,379	.....	.....	.....
Pupils in the same: males, 3,245; females, 2,356.	.....	5,601	222	.....
Average monthly cost of tuition for each pupil.	$3 13	$2 95	.....	$0 18
Number of months these schools were taught.	7.44	7.60	.16	.....
Colleges reporting	17	20	3	.....
Instructors in these	96	126	30	.....
Students: white males, 845; white females, 1,184.	2,029	.....	.....	.....
Students: white males, 686; white females, 1,320.	.....	2,006	.....	23
Average monthly cost of tuition for each student.	$4 71	$4 52	.....	$0 19

*This number does not include returns from 13 counties estimated to have a white enrolment of 15,808, and a colored one of 11 290.

Summary of statistics—Continued.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL INCOME AND EXPENDITURE.				
Receipts from poll tax to July 1, 1875	$3,793	.....	.....	$3,793
Receipts from tax on shows and exhibitions.	2,069	$3,140	$1,071	.....
Receipts from half rental of Western and Atlantic Railroad.	150,000	150,000	.....	.....
Receipts from dividends on stock of Georgia Railroad and Banking Company.	.....	3,720	3,720	.....
Total receipts	155,862	156,860	998	.....
Expenditures for apportionment among counties.	151,304	149,465	.....	1,839
Expenditures for expenses of office, salaries, and printing.	4,828	*7,395	2,567	.....
Expenditures for printing in 1874, (bills presented.)	635	.....	.....	.....
Total expenditures	156,767	156,860	93	.....
Besides the above the commissioner says that there were raised in cities and counties under local laws for support of public schools in 1874–'75.	144,000	.....	.....	.....
Besides which, the poll tax for the latter part of 1875, retained in counties for the support of schools in 1875–'76, is estimated to be.	.....	140,015	.....	.....

*Said by the commissioner to include, by mistake, the salary and office expenses of the second quarter of 1875, amounting to $1,004 60.

(Reports of Hon. Gustavus J. Orr, State school commissioner, 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

The following statement respecting education in the State is taken almost wholly from the Handbook of Georgia, prepared under the direction of Thomas P. Janes, A. M., M. D., commissioner of agriculture of the State, and is probably from the hand of the commissioner of education, Hon. Gustavus J. Orr.

BEFORE THE WAR.

Georgia has from her earliest history been alive to the importance of educating the children of the State, although until of late years there was no free education for all. The people were, most of them, able and willing to educate their children, and the legislature made provision for paying for the tuition of all who were not thus able, from a fund derived from dividends on stock owned by the State in a number of the banks of Georgia. The war swept away the banks, and thus the source of this income was lost. Previous to this time, however, the people had begun to feel the need of free schools, and had taken the first steps toward the establishment of them. In 1858 the legislature set apart $100,000 annually of the net earnings of the Western and Atlantic Railroad (State property) for school purposes, together with the interest on any sums received by payment of the public debt of the State.

SINCE THE WAR.

The constitution adopted in 1868 required the establishment of a thorough system of general education, to be forever free to all the children of the State; but it was not until 1870 that a school law in accordance with this requirement was enacted. The law of 1870 established a State board of education, to be composed of the governor, the attorney general, the secretary of state, comptroller general, and State school commissioner. It required the trustees of schools, in their respective districts, to make

all necessary arrangements for the instruction of all the youth of the district, the whites and blacks to be in separate schools. They were to provide the same facilities for each; but the children of the white and colored races, it was provided, "shall not be taught together."

In 1871, the State school commissioner proceeded to establish public schools in the State. In October, 1871, the taxes arising from polls, shows, &c., by law belonging to the school fund, amounted to $327,083.09. The legislature, in July, appropriated this money to other purposes, and caused bonds of the State to be deposited with the State treasurer in lieu thereof, which were to be sold and the proceeds of their sale to be used to meet appropriations for school purposes. But these bonds proved to be worthless, and the fund was thus lost to the cause of education. Under these circumstances, the present State school commissioner, Hon. Gustavus J. Orr, commenced his administration. In that year no schools could be established for lack of means, but in 1873 funds sufficient had accumulated to establish schools for three months, and the same has been done every year since.

In 1875, the attendance was 169,916, of whom 114,648 were white and 55,268 black. The school fund for 1875 was $291,319; that for 1876 is about the same. The school population for 1875 was 394,037, of whom 218,733 were white and 175,304 black.

The present sources of the school fund under existing law are (1) poll taxes, (2) taxes on shows, exhibitions, &c., and (3) one-half the net earnings of the Western and Atlantic Railroad, which latter at present amounts to $150,000 per annum.

The present law requires that when any school fund is received, from whatever source derived, "it shall be kept separate and distinct from other funds," and be "used for educational purposes, and none other, and shall not be invested in the bonds of the State or in any other stock."

PRESENT ORGANIZATION OF THE SCHOOLS.

There are public schools established under local laws in seven counties, embracing the cities of Savannah, Atlanta, Augusta, Macon, Columbus, Griffin, and Brunswick, which are kept up continuously. In these there are 68 ungraded schools, 70 graded, and 9 high schools. There were in 1875 admitted to these schools—whites: boys 4,330, girls 4,428; blacks: boys 3,324, girls 3,633. The average monthly cost of tuition per scholar was $1.23.

In the same year there were 820 private elementary schools, having a total attendance of 25,451, of whom 21,275 were white and 4,176 black.

There were also 104 private high schools, having 171 tutors and 5,379 pupils, all white, of whom 3,087 were males and 2,292 females. Average monthly cost of tuition per scholar, $3.13.

ELEMENTARY INSTRUCTION.

PROGRESS OF THE PUBLIC SCHOOL SYSTEM.

The State school commissioner considers the results achieved during the last five years by the public schools as being very remarkable, in view of the limited monetary resources placed at command of the department. There has been a steady increase from year to year in the number of persons attending school, which, from 83,677 in 1873, has now reached 179,405. The entire school debt of 1871 has been extinguished in almost every county in the State, and no new debt has been created. It was determined at the outset of the present administration to use the annual school fund from year to year with the most scrupulous fidelity, and county school officers were instructed to incur no debts. As a consequence of this policy, not a single well grounded complaint of the non-payment of a claim during the last five years has ever reached the office from any portion of the State, although the amounts disbursed from time to time have aggregated the sum of $1,270,319. As a natural effect of this fidelity, universal confidence has taken the place of wide spread distrust, and many good citizens who, at first, were enemies to the public schools have become friends and patrons.—(Report of Commissioner Orr, 1876, pp. 6–8.)

LOCAL TAXATION.

The school system, says the State school commissioner, can never be made what it should be until there shall be obtained in some way an increase of funds. The most eligible method of doing this, he thinks, is by local taxation; but as measures providing for this have been repeatedly defeated by the State legislature, the commissioner suggests a different plan, which he thinks may be less objectionable to the people. It is that a law be passed giving the boards of education of the different counties the right to submit the question of a tax not to exceed a certain fixed per centum for the support of elementary schools to the voters of the county, no one being allowed to vote on this question except those who pay tax on a certain amount of property, the fund

thus raised to be added to that derived from the State and used to support elementary schools for both races. A further clause of the law is recommended providing for the similar submission to taxpayers of the question of local taxation for higher schools; in this latter case, however, the votes of colored and white are to be taken separately, and their funds be separately disbursed for the support of schools in which the higher branches shall be taught.—(Report, 1876, pp. 12, 13.)

PEABODY FUND.

Aid was received by public schools in the State from the agent of this fund, to the amount of $8,550, from August, 1875, to August, 1876. Of this sum $600 were applied to colored schools.—(Report of State school commissioner, 1876, p. 22.)

CITY SCHOOL SYSTEMS.

ATLANTA.

Officers.—The board of education consists of 12 members, elected by the mayor and common council, one-third going out of office every 2 years. The mayor is ex officio a member of the board. Its officers are a president, vice-president, treasurer and secretary, the latter being also city superintendent of schools.

Statistics.—Enrolment in public schools, 3,809; average daily attendance, 2,440. Enrolment in white schools, 2,558; in colored schools, 1,251. Number of teachers employed in all the schools, 56; number of pupils to a teacher, 47. Expenditures for public schools, $47,174.58.

Remarks.—The schools have passed through the first 5 years of their existence without suspension or serious interruption of any sort, and have now firmly established themselves in the affections of the people of the city. Since their establishment they have given instruction to about 6,000 children, more than twice the number, it is believed, that would have received instruction without the existence of a public school system. The schools have been steadily improving in the character of their management and discipline, the quality of instruction and the general results attained. The attendance during the past year has been more regular than that of any previous year, reaching an average of 93 per cent.

The schools are designated as grammar and high, the former comprising 8 grades of a year each, the latter intended to occupy 4. There are 2 high schools, 1 for boys and 1 for girls, having an attendance of 93 boys and 198 girls; total, 291. The course of study in both high schools includes Latin, and in the boys' the addition of Greek is optional; in the latter school, however, the course at present seems to occupy only 3 years, while in the former it is for 4, and takes Latin and French in addition to all the higher English branches.—(Report of the board of education, 1875–'76, B. Mallon, esq., superintendent of city schools.)

SAVANNAH.

Officers.—A board of education of 12 members, whose officers are a president, vice-president, treasurer, and a secretary, who is also city superintendent of schools.

Statistics.—Enrolment in schools for white children, 2,542; in schools for colored children, 1,860; total, 4,402. Average enrolment in schools for white children, 2,039; in schools for colored children, 1,393; total, 3,432. Average daily attendance in schools for white children, 1,814; in schools for colored children, 2,979. Number of teachers of schools for white children, 50; of schools for colored children, 23; total number of teachers, 73. Expenditures for public school purposes, $52,904.68.

Remarks.—A change has lately been made in the organization of the system, by which, in lieu of the arbitrary divisions of primary, intermediate, grammar, and high schools, there are to be 5 district schools for white children and 2 for colored children, in each of which there will be 7 distinct grades, beginning with the lowest primary and ending with the highest grammar, the high schools to continue as heretofore. In the lower schools boys and girls are to be educated together.

During the past year there has been commendable progress in the schools. Every year the standard is higher. More intelligent and less routine work is accomplished. A more rational method of conducting recitations is employed by the teachers, and, as a consequence, work which is less mechanical is done by the pupils. The discipline of the schools has ceased to be a subject of concern. Except in rare instances, teachers are able to control pupils without resorting to severe punishment; the instances in which it becomes necessary to inflict corporal punishment are diminishing every year, and it is believed that the time is not far distant when this objectionable mode of discipline will be abolished in the schools. The teachers have generally been successful in their work, and they have attended punctually the sessions of the normal class. There were graduated from the high schools in June, 1876, 28 pupils: 17 girls and 11 boys.—(Report for 1875–'76 of the public schools of Savannah, W. H. Baker, esq., superintendent.)

TRAINING OF TEACHERS.

The State school commissioner renews a recommendation made in his last annual report that $10,000 of the annual school fund be set apart and appropriated for the establishment and support of two normal schools for white pupils, one to be located in the northern and one in the middle or southern portion of the State; that the law appropriating $8,000 to Atlanta University be repealed, and that, in lieu thereof, $10,000 per annum be appropriated for the establishment and support of a normal school for colored pupils.—(Commissioner's report, 1876, pp. 20, 21.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of 13 public high schools included in the State commissioner's report for 1876, besides 3 other schools having high school courses, the only ones whose statistics can be separated from those of the lower schools, through other reports, are the high schools of Atlanta, Columbus, and Savannah. The two in Atlanta had 6 teachers and 291 pupils, and graduated 26. The one in Columbus had 1 teacher and 40 pupils, with an average attendance of 29. The two in Savannah, 7 teachers; pupils, "about the same as last year," when they numbered 237; graduates, 28. Total of teachers in high schools of 3 cities, 14; of pupils, 568.

PRIVATE SECONDARY SCHOOLS.

In 14 schools for boys, 5 schools for girls, and 72 for both sexes, outside of the public school system, there have been reported to this Bureau 4,872 pupils under 180 teachers. Of these, 1,078 are in classical studies, 218 in modern languages, 402 preparing for a classical course in college, and 146 for a scientific course, while 148 had entered college in the preceding year. Drawing is taught in 19 of these schools, vocal music in 32, and instrumental music in 38. Chemical laboratories are reported by 7, philosophical apparatus by 10, and libraries of 50 to 1,500 volumes by 12, the whole number of volumes reported being 5,095. The very small proportion of these schools presenting libraries, philosophical and chemical apparatus, or other advantages beyond studies in English, modern languages, and the classics, shows painfully the depressed condition of the private seminaries which once flourished largely in this State.—(Returns for 1876 to Bureau of Education.)

The table in Commissioner Orr's report for 1876 devoted to "private high schools" shows 176 instructors in such schools, 4 less than the number reported to the Bureau, but 5,601 pupils, 829 more. Very many schools of this class that have existed in the past do not appear in either statement; whether from having gone out of being or from having sunk into such a condition that there is no heart left to report, does not appear.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Only 1 school of the former class reports itself for 1876, showing 1 teacher and 30 pupils, with very little other information as to itself, while in the preparatory departments of 4 colleges were 5 teachers and 276 pupils; total, 6 teachers and 306 pupils. In 1 other college 2 teachers of a preparatory department are reported, but no preparatory pupils.

The preparatory departments of women's colleges are not included here, as formerly, many of these being devoted to elementary rather than secondary instruction.—(Returns to Bureau of Education.)

BUSINESS COLLEGES.

In 2 business colleges, so called, one being a department of Bowdon College, the other a private school in Atlanta, 5 teachers and 216 pupils are reported, the studies being simply book-keeping, penmanship, business arithmetic, and business forms.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF GEORGIA, ATHENS.

The departments of this university are (1) the academic department, (2) the State College of Agriculture and Mechanic Arts, (3) the law department, (4) North Georgia Agricultural College, and (5) the medical department. Only the three first mentioned of these are situated at the old site of the university in Athens, the North Georgia Agricultural College being located at Dahlonega and the medical department at Augusta. The academic department is divided into 10 schools, viz: Latin language and literature; Greek language and literature; modern languages; belles lettres; metaphysics and ethics; mathematics; natural philosophy and astronomy; chemistry, geology, and mineralogy; history and political science; and English literature. These schools are so arranged as to be combined into several, which thus offer systematic

courses of education of different types of culture. The course in each class is prescribed, the choice of the student only extending to the subject of study. Free tuition is offered to young men who design to enter the ministry of any denomination whatsoever, provided they are in need of this aid, and to 50 meritorious young men of limited means who will pledge themselves to teach a public or private school in the State during a term of years equal to the time they may receive this free tuition.—(Catalogue of the university, 1875–'76.)

OTHER COLLEGES.

Atlanta University, Atlanta, (non-sectarian,) embraces preparatory, collegiate, and normal departments, and is open to both sexes. The collegiate course is classical, and extends over the usual four years. There are no scholarship funds, but tuition is only $18 annually.—(Return for 1876.)

Bowdon College, Bowdon.—This college was suspended in 1875–'76, in consequence of the resignation of the president; but the exercises were to be resumed in 1877. It is non-sectarian, and is for both sexes.—(Report to the United States Bureau of Education.)

Emory College, Oxford, (Methodist,) reports preparatory and classical course, the latter of four years, and is apparently only for young men.—(Return for 1876.)

Gainesville Male and Female College, Gainesville.—This school, meant to be non-sectarian in its management, is under the care of the Gainesville city council. It makes a special point of the coeducation of the sexes. In addition to the collegiate there are to be high school, common school, and primary school courses, and also one in book-keeping.—(Circular and return to Bureau of Education.)

Mercer University, Macon, (Baptist.)—The university embraces three departments, the college of liberal arts, the department of theology, and the school of law. In the college of liberal arts the scheme of instruction includes two courses of study, the classical and the scientific, the latter requiring only 3 years. The library, containing about 6,000 volumes, embraces a choice collection of many of the latest and most valuable works of reference. The philosophical and chemical apparatus has been selected with great care.—(Catalogue, 1875–'76.)

Pio Nono College, Macon, (Roman Catholic.) The plan of instruction embraces three courses: preparatory, classical, and commercial. The commercial course is supposed to last 3 years, but may vary according to the talents and progress of the student. The classical course is completed in 6 years. In addition to the pagan classics, the Christian classics have been introduced into the curriculum.—(Catalogue, 1875–'76.)

Statistics of universities and colleges, 1876.

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	5	0	20	13	$100,000	$0	$0	$2,000	$8,000	$0	4,000
Bowdon College *a*	....	....	....	....	....	....	....	....	....	....	....
Emory College	10	....	49	103	75,000	25,000	....	....	....	....	*b*9,500
Gainesville Male and Female College.	10	0	124	73	15,000	0	0	0	....	0	250
Mercer University	6	....	0	127	150,000	100,000	8,000	....	....	....	*b*9,000
Pio Nono College	11	....	75	57	....	....	....	....	....	....	300
University of Georgia	13	1	....	110	200,000	317,202	25,935	5,750	5,000	0	*b*19,000

a Collegiate department was suspended in 1876. *b* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural College, a department of the University of Georgia, offers its students a choice of three distinct departments, viz: agriculture, engineering, and applied chemistry. The degrees conferred are bachelor of agriculture, master of agri-

culture, bachelor of engineering, civil engineer, civil and mining engineer, and bachelor of science. State scholarships, entitling 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. Every student is required to go through a course in military tactics, unless specially excused by the faculty.

The North Georgia Agricultural College, at Dahlonega, opened in 1873, is supported by a portion of the annual income derived from the national land grant, thus rendering it a department of the University of Georgia. Tuition is free. No special age nor qualifications are made necessary for admission.

THEOLOGICAL.

Mercer University, at Macon, announces a theological department as one of its courses of study, but this is not at present in full operation. The president, however, lectures regularly to those academic students who desire such instruction on systematic theology, ecclesiastical polity, and homiletics.—(Catalogue, 1875–'76.)

In *Atlanta University* (for colored people) special attention is given to instruction in the Bible, in order to prepare students for work in Sunday schools and for other forms of Christian service.—(Catalogue of Atlanta University, 1874–'75.)

The *Augusta Institute*, at Augusta, (Baptist,) organized in 1869, is a school designed for the special benefit of the freedmen who wish to become preachers and teachers, and is sustained by the charities of the friends of the enterprise. Of the 95 students in attendance, 50 are studying for the ministry.—(Return to the United States Bureau of Education, and American Baptist Year-Book.)

MEDICAL.

The *Medical department of the University of Georgia* offers a course of instruction consisting of two full courses of lectures, "in addition to the usual private readings in medicine." Among its means of instruction are included access to a library of about 5,000 volumes, an extensive and well arranged chemical laboratory, good anatomical facilities, a complete cabinet of materia medica, and extensive clinical resources, with access to the city hospital, the freedmen's hospital, and city dispensary. One student from each congressional district of Georgia is admitted gratuitously, and the same privilege is extended to students coming from the neighboring States.—(Catalogue of university, 1875–'76.)

The *Savannah Medical College* combines as much as possible clinical teaching with didactic lectures, the latter being delivered in the lecture room of the Savannah Hospital provided for that purpose. The trustees have authorized the faculty of the college to form a class in pharmacy; and this course will include the discussion of all the important elements and compounds, their natural history, preparation, and properties.—(Catalogue of Savannah Medical College, 1875–'76.)

LEGAL.

The course of studies in the *Department of law in the University of Georgia* is completed in one year, but there is no vacation, the whole year being employed. It embraces common and statute law, constitutional law, equity, medical jurisprudence, parliamentary law, rhetoric, and metaphysics and commercial jurisprudence. Instruction is given by text books, daily recitations, examinations, and expositions, with oral lectures.—(Catalogue University of Georgia, 1875–'76.)

In the *Law school of Mercer University*, instruction is given in equity jurisprudence, pleading, and practice, international and constitutional law, and common and statute law. The plan includes lectures, recitations, expositions, exercises in conveyancing and pleading and moot courts.—(Catalogue of Mercer University, 1875–'76.)

Statistics for schools for scientific and professional instruction, 1876.

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, (University of Georgia.)	....	....	93	3, 4	.....	.....	.....	.....	.....
North Georgia Agricultural College*	3	....	245	3	$80, 000	$45, 000	$3, 500	$350	1, 000
SCHOOL OF THEOLOGY.									
Augusta Institute	2	0	95	....	9, 000	.....	.....	.....	426
SCHOOLS OF LAW.									
Law department, Mercer University	3	....	6	....	.....	.....	.....	.....	.....
Law department, University of Georgia	4	....	5	1	.....	.....	.....	.....	600
SCHOOLS OF MEDICINE.									
Atlanta Medical College	....	....	....	....	.....	.....	.....	.....	.....
Medical College of Georgia, (University of Georgia.)	14	....	77	2	50, 000	0	0	2, 770	5, 000
Savannah Medical College *a*	....	....	....	....	.....	.....	.....	.....	.....
College of American Medicine and Surgery, (eclectic.)	7	....	28	2	20, 000	0	0	1, 800	300

* From Report of Commissioner of Education for 1875.
a Lectures suspended in consequence of repairs being made to the building.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Georgia Academy for the Blind opened in 1851, was incorporated in 1852, and $5,000 per annum for two years appropriated by the State to aid in supporting it. In 1854, the legislature appropriated $10,000, and afterward other amounts, to erect a suitable building, which was completed in 1860 at a cost of about $65,000. The average annual appropriation for the support of the institution is about $13,000. There are about 1,000 volumes in the library, including those in embossed print. Pupils are admitted between the ages of 8 and 20, but males over 20 are taken into the workshop to learn trades. There were, in 1876, 56 pupils in the academy. Since its opening, 145 have been admitted, of whom 75 have been discharged as educated in one or more of the departments, many of them with trades by which they can earn their support. Preparations are being made for receiving some blind negro children into the workshop. As yet, there is no general provision made for educating the colored blind.—(Handbook of Georgia, 1876, pp. 191, 192.)

EDUCATION OF THE DEAF AND DUMB.

From the year 1834 until 1845, such deaf and dumb youth of Georgia as could be induced to go there were educated in the Hartford institution at the expense of the State of Georgia. In 1845, the legislature required all the State's beneficiaries to be withdrawn from Hartford and educated in Georgia, and the next year a department for the deaf and dumb was added to the Hearn Manual-Labor School at Cave Spring. In 1847 the legislature provided the means for erecting a suitable building, which was completed in 1849. The annual appropriation made by the State for its support is about $16,500. The average number of pupils is about 50; the whole number received up to 1876 is 253. The legislature in 1875 made provision for receiving negro pupils. The value of the property is about $25,000. The library numbers about 1,000 volumes.—(Handbook of Georgia, 1876, pp. 192, 193.)

LIST OF SCHOOL OFFICIALS IN GEORGIA.

GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency Alfred H. Colquitt, president; term expires January, 1881	Atlanta.
N. C. Barnett, secretary of state; term expires January, 1881	Atlanta.
W. L. Goldsmith, comptroller-general; term expires January, 1881	Atlanta.
N. J. Hammond, attorney-general; term expires January, 1881	Atlanta.
Gustavus J. Orr, State school commissioner; term expires January, 1881	Atlanta.

COUNTY COMMISSIONERS.

[Term, 1876–1880.]

County.	Commissioner.	Post-office.
Appling	Benjamin Milliken	Holmesville.
Baker	Thomas W. Fleming	Newton.
Baldwin	R. H. Ramsay	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	Rev. T. E. Smith	Cartersville.
Berrien	James F. Goodman	Nashville.
Bibb	B. M. Zetler*	Macon.
Brooks	M. C. Raiford	Quitman.
Bryan	A. G. Smith	Eden.
Bullock		
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	James H. Luck	Fairburn.
Carroll	Samuel J. Brown	Carrollton.
Catoosa	D. W. Williams	Ringgold.
Charlton	James W. Leigh	Center Village.
Chatham	W. H. Baker*	Savannah.
Chattahoochee	James Castleberry	Cusseta.
Chattooga	W. T. Irvine	Summerville.
Cherokee	James W. Hudson	Canton.
Clarke	H. R. Bernard	Athens.
Clay	R. E. Kennon	Fort Gaines.
Clayton	John M. Huie	Jonesborough.
Clinch	H. D. O'Quin	Lawton.
Cobb	J. T. Burkhalter	Marietta.
Coffee	James M. Wilcox	Douglas.
Columbia	Jerry T. Smith	Appling.
Colquitt	Henry Gay	Moultrie.
Coweta	Rev. R. E. Pittman	Sharpsburg.
Crawford	John W. Ellis	Knoxville.
Dade	James C. Taylor	Trenton.
Dawson	Samuel Harben	Dawsonville.
Decatur		Bainbridge.
DeKalb	E. A. Davis	Decatur.
Dodge	John J. Hamilton	Eastman.
Dooly	O. P. Swearingen	Vienna.
Dougherty	L. E. Welch	Albany.
Douglas	John C. Bowdon	Salt Springs.
Early	Thomas F. Jones	Blakely.
Echols	J. Prescott	Statenville.
Effingham	Samuel S. Pittman	Springfield.
Elbert	Augustus Bailey	Elberton.
Emanuel	Josephus Camp	Swainsborough.
Fannin	J. F. Adams	Morganton.
Fayette	W. T. Glower	Fayetteville.
Floyd	M. A. Nevin	Rome.
Forsyth	Isaac S. Clement	Cumming.
Franklin	Lemuel N. Tribble	Carnesville.
Fulton	Jethro W. Manning	Atlanta.
Atlanta (city)	Bernard Mallon†	Atlanta.
Gilmer	Dr. E. W. Watkins	Elijay.
Glascock	Seaborn Kitchens	Gibson.
Glynn		
Gordon	H. C. Hunt	Calhoun.
Greene	Rev. Henry Newton	Union Point.
Gwinnett	Thomas E. Winn	Lawrenceville.
Habersham	James J. Kimsey	Clarksville.
Hall	Dr. H. S. Bradley	Gainesville.

* Superintendent schools for city and county. † Superintendent city schools.

List of school officials in Georgia—Continued.

County.	Commissioner.	Post-office.
Hancock	W. H. Bass	Sparta.
Haralson	Thomas Philpot	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	C. W. Seidell	Hartwell.
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	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	Thomas T. Wilheit	Lincolnton.
Lowndes	J. H. Zant	Valdosta.
Lumpkin	Eugene H. Beck	Dahlonega.
Macon	B. A. Hudson	Oglethorpe.
Madison	John M. Skinner	Danielsville.
Marion	Rev. W. A. Singleton	Buena Vista.
McDuffie	R. H. Pearce	Thomson.
McIntosh	Isaac M. Aiken	Darien.
Meriwether	Alonzo H. Freeman	Greenville.
Miller	Dr. P. C. Wilkin	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 *	Do.
Newton	Dr. H. T. Shaw	Oxford.
Oconee	Rev. E. F. Anderson	Watkinsville.
Oglethorpe	Thomas H. Dozier	Winterville.
Paulding	L. J. Spinks	Dallas.
Pickens	O. J. Cornelison	Jasper.
Pierce	Dr. A. M. Moore	Blackshear.
Pike	A. P. Turner	Milner.
Polk	T. L. Pitman	Cedar Town.
Pulaski	Rev. G. R. McCall	Hawkinsville.
Putnam	J. B. Reese	Eatonton.
Quitman	Joel E. Smith	Hatcher's Station.
Rabun	La Fayette Wall	Clayton.
Randolph	Thomas A. Coleman	Cuthbert.
Richmond	A. H. McLaws	Augusta.
Rockdale	J. C. Barton	Conyers.
Schley	Rev. John N. Hudson	Ellaville.
Screven	Dr. W. L. Matthews	Ogeechee.
Spalding	James O. A. Miller	Sunny Side.
Stewart	W. H. Harrison	Lumpkin.
Sumter	William A. Wilson	Americus.
Talbot	W. R. Warthen	Talbotton.
Taliaferro	Henry D. Smith	Crawfordville.
Tatnall	John Hughey	Reidsville.
Taylor	Rev. A. M. Rhodes	Butler.
Telfair	J. D. Wynne	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	Augustus J. King	Thomaston.
Walker	W. W. S. Myers	La Fayette.
Walton		
Ware	Burwell Sweat	Waynesborough.
Warren	A. S. Morgan	Warrenton.
Washington	Dr. Horatio N. Hollifield	Sandersville.
Wayne	Rev. A. Clark	Jessup.
Webster	H. L. McLendon	Preston.
White	Rev. J. J. Methvin	Nacoochee.
Whitfield	J. P. Freeman	Dalton.
Wilcox	John A. Tomberlin	Abbeville.
Wilkes	Rev. F. T. Simpson	Washington.
Wilkinson	Franklin Chambers	Irwinton.
Worth	J. M. C. Holaman	Isabella.

* Superintendent city schools.

ILLINOIS.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (6–21)	*958,003	*973,589	15,586	
Enrolled in public schools	685,676	667,446		18,230
Enrolled in private elementary schools	51,296	49,375		1,921
SCHOOLS.				
Number of school-houses	11,451	11,693	242	
Months schools were sustained	6.91	6.84		.07
Number of graded schools	785	822	37	
Number of high schools	133	110		23
Number of private schools	478	527	49	
TEACHERS AND THEIR PAY.				
Male teachers in all public schools	9,288	9,295	7	
Female teachers in all public schools	12,330	12,826	496	
Average monthly salary of males	$48 21	$47 96		$0 25
Average monthly salary of females	33 32	33 30		02
Teachers in private schools	1,357	1,276		81
INCOME AND EXPENDITURE.				
Receipts from State tax	$1,000,000	$1,000,000		
Receipts from local tax	5,949,674	6,021,094	$71,420	
Receipts from permanent fund	455,605	447,162		$8,443
Receipts from other sources	455,275	980,211	524,936	
Total receipts	7,860,554	8,448,467	587,913	
Expenditure for sites, buildings, and furniture.	864,934			864,934
Expenditure for libraries and apparatus.	225,640			225,640
Expenditure for salaries of teachers	5,326,780	4,945,194		381,586
Expenditure for fuel, lights, rent, repairs, &c.	971,855	†3,223,345	2,251,490	
Total expenditure	7,389,209	8,168,539	779,330	
STATE SCHOOL FUND.				
Amount of permanent school fund		5,752,565		

(From returns of Hon. S. M. Etter, State superintendent of public instruction, and report for the years 1875 and 1876.)

* For sex of school population see Table I at the close of this volume.

† This doubtless includes expenditures for sites, buildings, and furniture, and for libraries and apparatus.

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Colvin's Laws of the United States, volume vi; Barnard's Journal of Education, volume xxiv, pp. 243 246; statutes of Illinois from 1818; State edition of the school Law of 1872 with amendments to 1874; and report of the State superintendent for the years 1875 and 1876.

BEGINNINGS.

Illinois entered the Union December 3, 1818. The convention which framed the constitution under which it was admitted accepted on August 26th of that year a proposition made by Congress April 18, that section 16 in every township should be granted to the State for the use of the inhabitants of said township for school purposes; that three-sixths of 5 per cent. of the proceeds of the public lands within the State sold by Congress after January 1, 1819, should be appropriated by the legislature for the encouragement of learning, one-sixth to be applied to a college or university, and that 36 sections, or one entire township, with one previously reserved for that purpose, should be reserved for the use of a seminary of learning and be vested in the legislature to be appropriated solely to such seminary. From these reservations for schools, university, and seminary have grown: (1) The State school fund, consisting of the proceeds of the sales of public lands devoted to the encouragement of learning, less the sixth part above excepted; (2) the college or university fund, consisting of this sixth part; (3) the seminary fund, consisting of the sales of seminary lands, all which lands unsold in 1861 were given to the agricultural college of the State; (4) the township fund, resulting from the sales of sixteenth section lands. To these several funds, going to constitute the permanent fund for aid of education in the State, was added in 1835 the county school fund, composed of surplus moneys remaining in the hands of county commissioners, and in 1837 the surplus revenue fund, distributed among the States by act of Congress of 1836.

EARLY LEGISLATION RESPECTING SCHOOLS.

Ample as were the provisions made for the promotion of education, they were not fully available for a considerable time. The early settlers, too, were busy in providing homes, in clearing farms, and in establishing themselves in business. Seven years, therefore, passed before a general school law was enacted. Then, January 15, 1825, came one "providing for the establishment of free schools," with an admirable preface and with the following provisions: (1) That there should be established a common school or schools in each county of the State, to be open and free to every class of white citizens between the ages of 5 and 21, persons over 21 to be admitted on such terms as the trustees of the school district might prescribe; (2) that the county commissioners' courts should, from time to time, form school districts in their respective counties on the petition of a majority of the voters within a contemplated district, no district to have less than 15 families; (3) that the schools of each district should be superintended by three trustees, elected by the qualified voters at a called meeting, and have their interests cared for by a clerk, a treasurer, an assessor, and a collector, chosen at the same meeting, the trustees being empowered to examine and hire teachers and hold and lease property for the benefit of the district schools, and being required to make report annually to the county commissioners' court of the number of children of school age, the number attending school, and the time a school was held, with the probable expense of it; (4) that the schools should be sustained partly by local taxes on the property within and belonging to the people of the district, partly by the proceeds of the sixteenth section lands paid over by the county treasurer, and partly by a State apportionment derived from $2 out of every $100 received into the State treasury, and from five-sixths of the interest arising from the school fund; this State payment, however, not to be made till the next census should be taken. The care of this school fund was, by the same law, committed to the auditor and secretary of state, under the direction of the governor, and the inhabitants of each district were empowered to make at either their regular or specially called meetings all needful regulations for building or repairing school-houses, and for supplying them with furniture and firewood, while the clerk of each county commissioner's court was required to make out and forward to the secretary of state, by the 1st of December in every year, an abstract of the reports made by the trustees of school districts in his county as to the school population, school attendance, school term, and expense attending this.

The force of this law was greatly weakened by one approved February 17, 1827, which repealed the clause requiring 15 families for each new school district, made taxation for the full or half support of district schools optional with the voters of the district, and forbade the taxation of any individual for the support of any free school unless his or her consent had first been obtained in writing.

Laws for the care of the school lands and proper disposition of the proceeds of the sale of them through three township trustees of school lands and a county school commissioner seem to have been the only general ones relating to school interests from this time till March 4, 1837. Then, an act amendatory of the several preceding acts in relation to common schools made provision for the incorporation of townships; for the election of five township trustees of schools in place of the three trustees of school lands in case of such incorporation; for their subsequent superintendence of "the business and affairs of the township in relation to education and schools generally;" and for annual reports by them to the school commissioner of their county of the amount of

principal and interest of township school funds on hand or appropriated at the time of the report; of the number of schools kept and scholars taught within their township and length of the school term; of the amount of interest received from school commissioner of the county; and of the amount of money expended for any other purpose than paying teachers of schools, with specification of the object or objects of such payment. In this law appears the first requirement for a certificate of qualification from the township trustees before any teacher could be paid out of the school funds. An act slightly amendatory of this was passed January 18, 1840, and another February 3, of the same year.

February 26, 1841, came a complete revision of the school laws, restoring the three township trustees of school lands for the care of the sixteenth sections, confirming the system of a county school commissioner for sale of these lands and investment of the proceeds; and directing that all the profits arising from sales and interest from the invested funds should be applied to the support and maintenance of common schools. As many of these schools as the inhabitants should desire were to be established in each school district, and for each school organized three trustees were to be elected, to have a general supervision of its management and to see that a schedule of attendance was kept by the teacher. This schedule was to be closed and summed up every six months, and the teacher to be paid according to the attendance and the time the school was kept. In case of the incorporation of townships, the provisions of the preceding law as to five trustees of schools instead of three trustees of school lands were to hold, with some enlargement of the powers conferred, and especially the power of examining teachers before giving the certificate of qualification, without which no compensation could be drawn from the school fund. The rather anomalous provision, almost peculiar to this State, of three school directors to be elected in each district of an incorporated township for a term of two years was also introduced into this law; these directors to be additional to the three trustees of each school and to the five township trustees of schools, and to have the care of building school-houses, supplying them with furniture, employing teachers, visiting the schools, making regulations for them, and making out biennially for the township treasurer a schedule of the number of all white children in their district of 20 years old and under as a basis for the apportionment of the school funds. This act repealed all acts inconsistent with itself, including the objectionable one of February 17, 1827, and became for the time the one school law of the State.

PROVISION FOR STATE AND COUNTY SUPERVISION.

None of the preceding laws made any provision for supervision of the schools beyond what could be exercised by the officers of districts, who were often ignorant, narrow minded, and unfit for supervising school methods and school work. The need of something more than this of course became apparent as the schools increased. Accordingly, in an act approved February 26, 1845, an effort was made to remedy the defect by making the secretary of state ex officio State superintendent of common schools, and the county school commissioners ex officio county superintendents; the latter to visit and inspect the schools, examine and license teachers, and make annual report to the State superintendent; the former to act as their adviser, to recommend text books, maps, charts, and apparatus, to endeavor to reduce to a uniform system the means of supporting common schools throughout the State, and to make biennial reports respecting them to the governor. In other respects the provisions of the act were essentially the same as those of 1841, except that instruction in the schools was in the later act required to be wholly in English, and that the inhabitants of districts were authorized to determine by a vote of the majority, at their annual May meeting, whether they would tax themselves for the support of schools, for building or repairing school-houses, or for other school purposes, not to exceed 15 cents on every $100.

Supervision through a secretary of state, whose duties confined him almost wholly to the capital, did not meet the need, and February 18, 1854, the separate office of State superintendent of public instruction was created and directed to be filled at the general election in November, 1855, and biennially thereafter. The duties prescribed were kindred with those directed in the act of 1845, with the important addition that he should visit every county at least once during his term of office; should confer with school officers as to the manner of conducting schools; should deliver a public lecture on education to the teachers and people, if deemed practicable; and should perform such other duties as would tend to advance the interests of education. Until the election of the superintendent thus provided for, the office was to be filled by appointment of the governor, the incumbent to receive $1,500 annual salary and to report to the next legislative assembly a bill for a system of free school education throughout the State, as well as for a uniform ad valorem tax on property for the support of schools.

A FULL STATE SYSTEM.

Mr. Ninian Edwards, appointed by the governor the first State superintendent under

the above named act, had the honor of framing the bill for unification of the State school system. Meeting with ready acceptance from the legislature, it took the form of law February 15, 1855. This law deferred till November, 1856, the election of a State superintendent by the people; distinctly respecified and somewhat enlarged the duties he must perform and the powers he might exercise; retained the county school commissioners as county superintendents, with the same township and district school boards, but with improved provisions as to duties and reports; authorized the formation of district libraries; forbade the employment of a teacher for a public school without a legal certificate of qualification; prescribed a State tax of two mills on the dollar, to be added annually to the 6 per cent. revenue from the school funds, with such additional local tax as should be determined by the township board to be necessary for supplying deficiencies in the fund for paying teachers and for extending the terms of school, after the State and common school fund should be exhausted, till at least the six months' minimum required of them should be reached. For purchasing school sites, erecting school-houses, and repairing and improving these, the directors of districts were authorized to borrow money at not more than 10 per cent. per annum, and to issue bonds for the payment of the same in sums not less than $100 each.

The system thus inaugurated—the first which really made schools free by providing for a sufficient State and local tax for their support—continues substantially the State system to this day, with little alteration except in some details. The same State, county, township, and district school offices are continued, but the terms of State and county superintendents have been lengthened to four years; the township trustees, now consisting of three members, serve individually for terms of three years, one being changed each year; and the same is the case with the district school directors. The power of revoking, for immorality, incompetency, and other sufficient cause, the certificate granted to a teacher on examination, has been given the county superintendent in addition to his previous powers; and that of dismissing any teacher employed by them, for like cause, has been given the board of district school directors. Explicit permission for the establishment of high schools is given to townships on the petition of 50 voters 15 days before a regular election of trustees and on a vote of a majority in favor of a high school at the election. Two or more townships may coöperate in the establishment and support of such a school on such terms as they agree on between themselves. For school districts with not less than 2,000 inhabitants, not governed by any special act, there is provided a board of education of 6 members and 3 additional ones for every additional 10,000 inhabitants, the members individually to serve 3 years, and one-third to be changed by election each year. Such boards, and especially those of cities with over 100,000 inhabitants, have considerably larger powers given them than are possessed by the ordinary boards of districts.

The State institution for education of the deaf and dumb was founded 1839, that for the blind in 1849, that for feeble-minded children in 1865, all at Jacksonville.

Two normal universities and a county normal school have been added to the State system under acts of February 18, 1857, March 9, 1869, and March 15, 1869, and the Illinois Industrial University in 1867. A State reform school was established at Pontiac in 1871. The election of women to school offices was authorized April 3, 1873; and the rights of colored children to an education in the State schools, glanced at in a preceding law, were emphatically recognized March 24, 1874.

ADMINISTRATION.

The succession of superintendents of instruction has been as follows: Ninian Edwards, 1854–'56; W. H. Powell, 1856–'58; Newton Bateman, 1858–'62; W. H. Powell, second term, 1862–'64; Newton Bateman, again, 1864–'74; S. M. Etter, 1875–'79.

ELEMENTARY INSTRUCTION.

PROGRESS.

While it is admitted that apathy and ignorance prevail in some quarters, and remissness in duty and want of qualifications are recorded against the names of many school officers and teachers, the superintendent is convinced that the existing evils are fast disappearing and that the people realize the importance of supporting none but good schools and of employing none but good teachers. The teachers' institutes and teachers' drills in the various counties have had a very largely increased attendance and have continued for a longer time during the past two years than ever before in the same period. There is in all parts of the State an increasing demand for better teachers. The standard of the examinations, both State and county, has been raised to satisfy this demand, and the county superintendents have been more active and more vigilant in the performance of their duties than perhaps ever previously.—(Report for 1875–'76 of State superintendent, Hon. S. M. Etter, p. 6.)

SCHOOL EXPENDITURES.

The sum expended for public school purposes in 1876—$8,268,539.58—is greatly

larger than it was for 1875. In addition to this there is a large sum paid annually for the support of private schools, but it has been impossible, thus far, to obtain reliable information as to its amount. The State superintendent believes, however, that the money expended in many districts is far in excess of what is absolutely required for the support of efficient schools; that school directors frequently expend money unnecessarily for school houses, furniture, &c., while too often, anxious to curtail expenses, they reduce the pay of teachers, when they should economize in other directions. The tendency in the State, for some years, has been to erect large and expensive school buildings, often elaborately ornamented, thus creating an enormous indebtedness which, in many localities, has been the means of seriously affecting the efficiency of the schools by rendering it impossible to pay salaries large enough to secure well qualified teachers. The superintendent earnestly urges upon school officers the necessity of reducing the ordinary expenses of the schools to the lowest possible sum on which good schools can be maintained, and thinks that unless this is done speedily there is great danger of a reaction in school sentiment that will seriously affect the cause of education in the State.—(Report of State superintendent 1875–'76, pp. 15, 16.)

KINDERGÄRTEN.

Reports have been received from 7 Kindergärten, all located in Chicago. The oldest of them, organized in 1871, taught by Miss Sarah Eddy, in addition to its Kindergarten proper, admitting children from 3 to 7 years of age, has a school in which the primary English branches, with Kindergarten employments, are taught to children as old as 12 years. It is intended to make this a genuine industrial and technical art school, based upon Frœbel's developing method. Lessons in dancing are given, for the physical development of the children. The total number of children attending the 7 schools is 190; number of assistant teachers, 13. The age for admission in a majority of these schools is 3 to 7 years; the hours of daily study are generally about 3, sometimes 4.—(Returns and circular from Miss Eddy's school.)

CITY SCHOOL SYSTEMS.

BELLEVILLE.

Public school officials.—These are a board of education of 6 members, of whom one-third go out of office each year, and a city superintendent of schools, who is ex officio secretary of the board.

Statistics.—Population, 12,000; children of school age, (6–21,) 4,467; pupils enrolled in public schools, 1,834; increase for the year, 93; number of teachers employed: men, 13; women, 27—total, 40; average number belonging, 1,663; average daily attendance, 1,575.

Remarks.—An increased efficiency in the schools is reported. Notwithstanding the obstacle of a large debt, favorable results have been observed during the past three years. There is a more thorough discipline; the pupils like the schools better; in the primary grades the number of pupils is more equally divided among the teachers; the work of three years has been done in two, and the course of instruction is more uniform and systematic throughout. The natural sciences, music, drawing, and German receive their share of attention. Vocal music, with the aid of a special teacher, has become a favorite study with both teachers and pupils. The study of drawing was introduced two years ago and has proved advantageous. The study of German has been found to be not only not a hindrance to progress in other branches, but even a help. The high school numbers 88 pupils enrolled.—(Report of board of education and Superintendent Henry Raab, 1875–'76.)

CHICAGO.

Officers.—A board of education of 15 members, with a clerk, assistant clerk, building and supply agent, school agent, city superintendent of schools, assistant superintendent, superintendent of music, superintendent of drawing, and superintendent of German.

Statistics.—Population of city by census of October, 1876, 425,000; children of school age, (6–21,) 110,184; enrolled in public schools, 51,128, besides 27,637 in private and parochial schools; average attendance, 35,970; public school buildings, 71; sittings for study, 39,233; teachers, (male, 37; female, 680,) 717. Receipts for schools: from permanent funds, $108,372; from State tax, $120,581; from local tax, $620,842; total, $849,794. Expenditures for schools: for sites, buildings, and furniture, $94,403; for supervision and teaching, $588,721; for incidental expenses, $146,305; total, $829,429. Expense per capita, $19.78.

Notes.—A report of a special committee of the board of education on changes and retrenchment in school management, adopted June 20, 1876, recommended, among other things, the following: that principals should spend from one-third to two-thirds of their time in instruction; that in all school buildings with an average of 63 seats to a room there should be but one teacher; and that the normal school be made a depart-

ment of the high school and one or more of the teachers in the normal school be dispensed with. The salary of the superintendent it was recommended should be made $3,600; that of the assistant superintendent, $3,000; those of the superintendents of music and drawing, $1,500 each, and that of the superintendent of German, $1,200, with corresponding reductions in lower salaries. The report having been adopted, these changes seemed to be settled; but at a subsequent meeting of the board a further reduction of salaries was made in accordance with the wish of the city council, and the superintendencies of music and drawing cut away. The average reduction of salaries was 25 per cent.—(Return of Superintendent Pickard to Bureau of Education and reports in the Chicago department of Illinois Schoolmaster, July to October, 1876.)

DECATUR.

Officers.—A board of education of three members, one of whom goes out of office each year, and a city superintendent, who is also clerk of the board.

Statistics.—Population, 10,000; children of school age, (6–21,) 2,595; different pupils enrolled, 1,868; average number belonging, 1,449; average daily attendance, 1,363; teachers employed, 29; expenditures during the year, $25,718.86. The average per cent. of attendance was 94; number of tardinesses, 2,134; number of pupils neither absent nor tardy, 44; number not absent, 448. Cost per pupil on average daily attendance, $18.87; on average number belonging, $17.75.

Remarks.—The schools are classed as primary, intermediate, grammar, and high. The enrolment in the high school numbered 208; average number belonging, 159; average daily attendance, 153. The course of study lasts four years.—(Report of the board, 1876, E. A. Gastman, superintendent.)

ELGIN.

Officers.—A board of education of — members, with a superintendent of schools.

Statistics.—Estimated population, 9,000; children of school age, 2,426; sittings in the schools, 1,089; pupils enrolled, 1,037; average daily attendance, 933; per cent. of attendance each month, 95.12; receipts for school purposes, $33,243; expenditures, $17,464.

Notes.—The percentage of children enrolled is becoming less rather than greater, owing to lack of school accommodations and the rapid increase of school population. The high school had 77 on its list and about 70 in average attendance.—(Report of C. F. Kimball, superintendent, for 1875–'76.)

PEORIA.

Officers.—A board of school inspectors of 19 members, 2 from each ward, and the mayor of the city ex officio. There appears to be no city superintendent of schools, though one is provided for in the rules of the board.

Statistics.—Number of persons of school age, 7,222; number of persons enrolled in public schools, 4,104; average number belonging, 2,879; average daily attendance, 2,659; per cent. of attendance on number belonging, 92.36; number of pupils attending other schools, 1,508. The increase during the year in the enrolment was 91; in the average number belonging, 165; and in the average daily attendance, 146. Expenditures during the year, $49,884.38.

Remarks.—The schools are graded as primary, grammar, and high, each grade embracing 4 years, and the latter including both classical and scientific courses. The enrolment at the high school was 232; average attendance, 148, a greater number than ever before.

During the year no special teachers in music and drawing were employed, owing to the necessity for economy; consequently, the science of these studies has been somewhat neglected, though the exercises in them have not been given up.—(Peoria report, 1875–'76.)

SPRINGFIELD.

Officers.—A board of education of 9 members, holding for three years, one-third going out each year. The president of the board is elected from among the number; its secretary is superintendent of city schools.

Statistics.—Enrolment in public schools, 2,616; average number belonging, 2,034; average attendance, 1,977. Per cent. of attendance on average number belonging, 97.2; on number registered, 75.6. Expenditures for public schools, $33,751.59. Cost per capita, (on average attendance,) $1.71.

Remarks.—There is a gain over the previous year of 86 in the number registered, of 102 in the average number belonging, of 100 in the average attendance, and a decrease of 324 in the number of cases of tardiness. The average attendance is computed on the whole number registered. The schools below the high are divided into 8 grades, each occupying one year. In the high school two courses are provided, English and classical, each of 4 years. The number of pupils enrolled in this school was 193; average attendance, 162. A class of 22 was graduated in 1876, of whom 14 were young women. A general improvement in the public schools is reported. An attempt has

been made to raise the grade of instruction and perfect some improvements lately introduced.—(Springfield report, 1875–'76, Andrew M. Brooks, superintendent.)

OTHER CITIES.

For statistics of the school systems of other cities of the State, see their returns in Table II, in the appendix of this volume.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Illinois State Normal University, Normal, organized in 1857, has a three years' course of instruction in its normal department, in which were engaged, in 1876, 404 students, 181 men and 223 women, besides 260 in the high school department. Twenty students were graduated from the normal department in 1876, of whom all but 3 engaged in teaching; 1 of these went to college, 1 entered upon the study of medicine, and 1 died. The school has a philosophical cabinet and apparatus, a good chemical laboratory, a very large and well arranged museum of natural history, a model school, and a library of about 1,000 volumes. Tuition is free to normal pupils. The State appropriation for 1876 was $24,700.—(Return for 1876.)

Southern Illinois Normal University, Carbondale, opened in 1874, had its origin in an act of the State legislature of 1869. The course of study goes over the whole curriculum of school studies, from the alphabet to nearly the completion of a collegiate education. It gives especial attention to those branches which require the use of the observing and perceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns. Lectures are given by the principal on the history and science of pedagogy and on the methods both of learning and teaching. There are classical and scientific courses, the former extending over 4 years, the latter 3. There were 196 students engaged in normal and normal preparatory studies in 1876, of whom 110 were men and 86 women, and 5 graduates, all of them now teaching. There is a library of 2,357 volumes, of which 376 are pedagogical works. Tuition is generally free. State appropriation in 1876, $19,350.—(Catalogue, 1875–'76, and return, 1876.)

Cook County Normal and Training School, Englewood, was established by the county of Cook for the purpose of furnishing competent teachers for the public schools, and the first class was received in 1867. Since then 608 students have been received into the normal department, of whom 169 completed the required course of study and received diplomas. The design of the school is strictly professional. The course of study lasts 3 years. Tuition is free to residents of the county. County appropriation received in 1876, $15,000; number of students, 215, (50 men and 165 women;) graduates, 29.

Peoria County Normal School, Peoria, was established under an act of the State legislature approved March 15, 1869. It is supported by annual appropriations by the board of supervisors of Peoria County and is governed by a board of education elected by them. The aim of the school is more especially to impart thorough instruction in the branches taught in the common schools, and in the best methods of teaching those branches. The school received an appropriation of $5,000 from the county in 1876 for its support. Tuition is free to residents of the county. Number of students, 98, (31 men and 67 women;) graduates, 10, of whom 9 are teaching.—(Catalogue and return for 1876.)

The German Evangelical Lutheran Normal School, now located at Addison, organized in 1847, at Fort Wayne, Ind., offers free tuition in a course of instruction covering 5 years. The normal students in 1876 numbered 136, (all men;) graduates, 21, all of them teaching.—(Return for 1876.)

Northwestern German-English Normal School, Galena, is a private institution under the auspices of the Northwestern Conference of the Methodist Episcopal Church, organized in 1868, having a three years' course of instruction and 71 pupils, (56 men and 15 women.) Graduates, 3, of whom 2 are teaching.—(Return for 1876.)

The normal department of the Chicago High School, organized in 1856, reports an attendance of 139 women upon its two years' course of study, and 35 graduates in 1876, all of whom were engaged in teaching.—(Return for 1876.)

The Northern Illinois Normal Institute, in connection with the normal department of Rock River University, offers an opportunity for teachers to pursue professional studies during vacation.—(Circular for 1876.)

Chicago Kindergarten Training School, Chicago, was opened in 1876 and had, at date of return, 10 pupils. It is under the management of 3 women, all principals of Kindergärten in the city. The course of study lasts from one to three years; tuition, $75 annually.—(Circular and return for 1876.)

SCHOOL JOURNAL.

The Illinois Schoolmaster, which had successively absorbed into itself the Illinois Teacher and Chicago Schoolmaster, after long and faithful service in the cause of education and in the improvement of the teachers of the State, ceased its publication with the December number of 1876, in order to form a union with the Educational Weekly, to be published in Chicago from the beginning of 1877.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The most minute official information received respecting this important class of schools for 1875–'76 is that given in printed reports from Belleville, Decatur, Elgin, Peoria, and Springfield, and in written returns from Alton, Bloomington, Chicago, Galesburg, Jacksonville, Quincy, and Rock Island. Of these, Alton and Galesburg return 5 high schools without statistics respecting them; Quincy 3, with only further mention of 6 teachers. The remainder present a total of 24 high schools with 64 teachers, 2,248 enrolled pupils, and an average attendance of 1,552, excluding Rock Island, where this last item is not given. Chicago alone had in her 4 schools in 1876 a total enrolment of 1,200, with 884 in average attendance, under 33 teachers.

In the report of Superintendent Etter, received after the preceding statement was prepared, there are said to have been 133 high schools in the State in 1875 and 110 in 1876. The number of teachers and pupils in these, however, is not given, nor is the course of study in them shown. If the same proportion should hold throughout the State as in the schools above given, we should have 12,458 pupils enrolled for 1875 and 10,303 for 1876.

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 6 for girls, and 14 for both sexes, outside of the public school system, there have been reported to this Bureau 3,228 pupils under 161 teachers. Of these, 586 are in classical studies, 456 in modern languages, 134 preparing for a classical course in college and 62 for a scientific course. Drawing, mechanical or free hand or both, is taught in 13 of these schools, vocal music in 19, and instrumental music in 18. Chemical laboratories are reported by 8, philosophical apparatus by 12, and libraries of 100 to 3,000 volumes by 12, the whole number of volumes being 8,884.—(Returns to Bureau of Education for 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Two preparatory schools report for 1876 a total of 21 teachers with 136 pupils, of whom 103 were preparing for a classical collegiate and 33 for a scientific course. Only 1 of the 2 has a chemical laboratory; but both report philosophical apparatus and libraries, 1 of these having 2,200 volumes, the other 3,000.

In 25 preparatory departments of colleges and universities appear 62 instructors, exclusive of the college professors, and a total of 3,905 students, 793 of them preparing for a classical collegiate course and 1,143 for a scientific.—(Returns to Bureau of Education.)

BUSINESS COLLEGES.

Fourteen of these institutions report, for 1876, teachers, 76; students, 2,778. Of these, 32 were studying telegraphy; 127, phonography; 153, German; 93, French; and 2, Spanish. Of the 14 institutions, 12 teach common English branches and correspondence; 13, penmanship and book-keeping; 3, higher mathematics; 2, surveying; 5, banking; 10, commercial law; 1, political economy; 2, life insurance; 7, phonography and telegraphy.—(Returns to Bureau of Education.)

SUPERIOR INSTRUCTION.

ILLINOIS INDUSTRIAL UNIVERSITY.

This institution is at once the State university and the agricultural and mechanical college of the State. It claims to be a true university in the best American sense, though not yet complete in all departments, and differing designedly in the character of some of its colleges from the older institutions of this country. It is divided into four colleges, these again being subdivided into schools, as follows: (1) The college of agriculture, including the schools of agriculture and horticulture; (2) college of engineering, including the four schools of mechanical, of civil, and of mining engineering, and of architecture; (3) college of natural science, with schools of chemistry and of natural history; (4) college of literature and science, with schools of English, and modern, and of ancient languages. There are, in addition to the foregoing, schools of military science, of commerce, and of domestic science and art. Vocal and instrumental music, telegraphing, photography, and designing are also taught, but not in regular courses. Tuition is free.

It has been a favorite aim of the university, from the outset, to allow as much freedom as possible in the selection of studies. Each student is expected to make a careful choice, after counsel with his teacher, of the branches he may need to fit him for his chosen career, and then to pursue them with earnestness and perseverance.

In the college of literature and science the plan of instruction embraces, besides the ordinary text book study, lectures and practical exercises in all the departments, including original researches, essays, criticism, proof reading, and other work intended to illustrate the studies pursued and to exercise the student's powers. It is intended to give all the students voice culture and a training in elocutionary practice. A prominent aim will be to teach the right use of books, and thus prepare the student for self directed investigation and study. With this view, constant use of the library will be encouraged and required; and, as a further aid in this direction, members of the advanced English classes are expected to act as assistant librarians.

In the school of the ancient languages and literature the methods of instruction, without swerving from their proper aim — to impart a sufficiently full and critical knowledge of the Latin and Greek languages and writings — will make the study of these tongues subservient, in a more than usual degree, to a critical and correct use of the English.—(Catalogue of university, 1875–'76.)

OTHER COLLEGES.

Abingdon College, Abingdon, (Disciples,) has preparatory, collegiate, commercial, and normal departments. It is for both sexes.—(Catalogue, 1875–'76.)

Augustana College and Theological Seminary (Swedish Evangelical Lutheran) has removed from Paxton to Rock Island. It embraces theological, collegiate, and preparatory departments.—(Catalogue, 1875–'76.)

Ansgari College, Knoxville, (Evangelical Lutheran,) was founded in 1875 by the gift of $10,000 from Hon. James Knox and of $5,000 by the citizens of Knoxville. The building was completed in 1876. The departments are preparatory, collegiate, and theological. Telegraphy and music taught as special studies. This college is apparently only for young men.

Blackburn University, Carlinville, (Presbyterian,) has preparatory, collegiate, and theological departments. The collegiate department embraces both classical and scientific courses; the latter is a four years' course and includes all the studies of the former, except Latin and Greek. Both sexes are admitted.—(Catalogue, 1875–'76.)

Carthage College, Carthage, (Lutheran,) comprises 2 departments, the collegiate and academic. The collegiate department offers 3 courses of study, classical, scientific, and philosophical, the first and last embracing 4 years of 35 weeks each, the classical lasting 4 years of 30 weeks each, the vacation being so arranged as to allow of students engaging in employment during the spring and summer months. The philosophical course adds to the studies of the scientific others, such as the history, structure, and laws of the English language, criticism, rhetoric, international and commercial law, instrumental astronomy, and practical surveying. Both sexes are admitted.—(Catalogue, 1875–'76.)

Eureka College, Eureka, (Christian,) embraces 5 departments: the collegiate, Bible, normal, business, and music. In the collegiate department three regular courses are offered, the baccalaureate, scientific, and academic, besides an elective course in modern languages. The baccalaureate course includes Greek and Latin; the scientific omits Greek altogether and one-half the Latin, and adds French and German. Students pursuing a regular course are not required to accomplish it in any given number of years. The time is made to depend entirely upon the health, faithfulness, and ability of the student. Both sexes are admitted.—(Catalogues, 1876.)

Ewing College, Ewing, (undenominational,) was incorporated as Ewing High School in 1867, and in 1874 was authorized to confer collegiate honors, and became Ewing College. Its course of study includes preparatory, academical, and collegiate departments, the whole extending through a period of 7 years. Both sexes are admitted.—(College catalogue, 1875–'76.)

Hedding College, Abingdon, (Methodist,) has preparatory and collegiate departments, the latter embracing classical, Latin-scientific, and scientific courses, requiring for their completion 4, 3, and 2 years, respectively. Both sexes are admitted.—(Catalogue, 1875–'76.)

Illinois Agricultural College, Irvington.—This is a literary institution, by reason of its amended charter, though the name would indicate otherwise. There are here offered preparatory, classical, commercial, and English courses. There is a normal class and a department of music. Both sexes are admitted.—(Catalogue, 1875–'76.)

Knox College, Galesburg, (Presbyterian and Congregational,) was founded by Christian benevolence in 1837 and fully organized as a college in 1841. Its departments are preparatory, collegiate, and a ladies' seminary. Its collegiate department embraces both classical and scientific courses of 4 years each, to which both young men and women are admitted. The seminary course is a full collegiate one of 4 years and the instruction is given by the professors of the college.—(Catalogue, 1875–'76.)

Lake Forest University, Lake Forest, (Presbyterian,) was opened as a college in 1876.

Its departments are collegiate, preparatory, (Lake Forest Academy,) and Ferry Hall, or young ladies' seminary. Young women are also admitted to the collegiate department. This embraces classical and scientific departments, the latter lasting only 3 years.—(Catalogue, 1875–'76.)

Lombard University, Galesburg, (Universalist,) affords to students of either sex equal opportunities in a full collegiate course of 4 years, such as is usually pursued in the best colleges of the country, embracing classical, scientific, and literary departments. There is also a preparatory department.—(Catalogue, 1875–'76.)

Lincoln University, Lincoln, (Cumberland Presbyterian,) embraces preparatory, collegiate, and theological departments, and a conservatory of music. In the collegiate department are classical and scientific courses and a ladies' course. Women are also admitted to the classical and scientific course.—(Catalogue, 1875–'76.)

McKendree College, Lebanon, (Methodist Episcopal,) is open to both sexes and comprises preparatory, academical, collegiate, commercial, and law departments.—(Catalogue, 1874–'75.)

Monmouth College, Monmouth, (United Presbyterian,) is for both sexes. Its departments are (1) collegiate, with classical and scientific course; (2) academical, with preparatory, high school, and normal courses; (3) musical; and (4) art. In the art department the course lasts two years and gives a thorough and practical knowledge of the subjects taught, embracing object drawing, drawing from the solid, pure form, light and shade, and perspective.—(Catalogue, 1875–'76.)

Northwestern College, Naperville, (Evangelical,) has collegiate, preparatory, theological, commercial, art, and business departments, the former with three courses, the classical and Latin-scientific lasting four years, and an English-scientific course of three years. Music, as well as drawing and painting, is included in the art department. Both sexes admitted.—(Catalogue, 1875–'76.)

Northwestern University, Evanston, (Methodist Episcopal,) was commenced in 1854, and has entered on full work as a university in the classical and professional departments of study. It gives thorough instruction in Greek, Latin, Hebrew, German, French, English literature, history, politics, pure and applied mathematics, science, polytechnics, music, art, theology, metaphysics, philosophy, law, and medicine. The departments of study are theology, law, medicine, and collegiate. In the latter are 6 parallel courses of four years each; 3 in the college of literature and science, viz: classical, Latin, scientific and modern literature and art; 3 in the college of technology, viz: chemistry, engineering, and natural history. Other courses may be made up from these by students not seeking degrees. The university recognizes neither race nor sex, but simply asks of the candidate "What do you know?"—(Catalogue, 1875–'76.)

Rock River University, Dixon, (non-sectarian,) designs in time to organize 8 departments, viz: classical, scientific, higher literature, normal, music, art, commercial, and preparatory. Both sexes are admitted.—(Circular, 1875.)

Shurtleff College, Upper Alton, (Baptist,) has been in existence nearly 40 years, and at present embraces an academic and preparatory department, Kendall Institute for young ladies, and collegiate and theological departments. Both sexes are admitted to the college and to the academic and preparatory departments.—(Catalogue, 1875–'76.)

St. Ignatius College, Chicago, (Roman Catholic,) is conducted by members of the Society of Jesus. It offers 2 distinct courses of study, the classical and commercial, and was incorporated and authorized to confer academic and honorary degrees in 1870; it possesses a library of 9,500 volumes, an extensive museum, and chemical and philosophical apparatus well adapted to the teaching of the physical sciences. The college is intended for day scholars only, and does not admit women.—(Catalogue, 1875–'76.)

St. Joseph's Ecclesiastical College, Teutopolis, (Roman Catholic,) is under the direction of the Christian Fathers, admits only boys, and those must be Catholics. There are preparatory and collegiate courses, the latter combining theological with the literary studies usually pursued in colleges.—(Catalogue, 1875–'76.)

St. Viateur's College, Bourbonnais Grove, Kankakee, (Roman Catholic,) is situated about fifty miles south of Chicago and near the village of Kankakee, and is under the charge of the priests of the congregation of St. Viateur. It was founded in 1865 and chartered in 1874. The courses of instruction are preparatory, classical, and commercial.—(Catalogue, 1875–'76.)

University of Chicago, Chicago, (Baptist.)—The departments are collegiate, preparatory, legal, and medical. There are classical and scientific courses, courses in astronomy and in practical chemistry. The Dearborn observatory forms the astronomical department of the university, giving instruction in the science to its undergraduate students in regular classes, and also to those special students who wish to give special attention to the subject with a view to prepare themselves for positions in observatories or other scientific establishments, or for professorships in mathematical departments of colleges. Several of its graduates have already taken high rank as astronomical observers and surveyors. Young women are admitted to the collegiate and preparatory departments on the same terms as young men.—(Catalogue, 1875–'76.)

Westfield College, Westfield, (United Brethren,) has preparatory, collegiate, and art departments, with a classical, a scientific, and a ladies' course, and a course for teachers. The art department includes, with its studies in drawing, vocal and instrumental music.—(Catalogue, 1875–'76.)

Wheaton College, Wheaton, (Congregational,) is devoted to Christian education, as distinguished from mere secular training. It offers collegiate, preparatory, fine arts, and business departments; the former includes a classical course and a ladies' collegiate course. Young women are also admitted to the regular classical course.—(Catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Eight colleges for women report a total of 112 professors and instructors and 1,125 students. Of the latter, 187 are pursuing preparatory studies, 447 are in regular collegiate classes, 75 in partial, and 15 in graduate courses. The courses of instruction cover from 4 to 7 years. The aggregate number of volumes in libraries was 8,600.

Statistics of universities and colleges, 1876.

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	7	2	....	a106	$50,000	$20,000	$2,000	.....	$0	.....	250
Augustana College	10	....	66	42	50,000	10,000	1,000	$678	0	$0	5,000
Blackburn University	10	0	97	58	100,000	80,000	7,500	2,700	0	0	*b*1,600
Carthage College	8	1	100	80	50,000	40,000	4,000	3,800	0	0	2,000
Chicago University	18	....	107	94	600,000	.....	.....	7,500	0	.....	7,000
Eureka College	12	....	202	.....	45,000	28,000	.....	4,000	0	.....	*b*2,500
Evangelisch - Lutherisches Collegium. *	6	....	....	26	2,400	.....	.....	.....	.....	.....	300
Ewing College	6	....	125	19	10,000	.....	.....	1,800	.....	.....	*b*190
Hedding College	10	0	190	43	50,000	.....	.....	5,500	.....	.....	*b*900
Illinois Agricultural College	6	....	112	*c*41	.....	.....	.....	.....	.....	.....	500
Illinois College	12	4	232	69	125,000	110,000	9,500	7,500	.....	3,500	*b*11,000
Illinois Wesleyan University	10	3	400	*d*180	200,000	75,000	6,000	6,000	.....	.....	3,000
Knox College	16	1	195	47	300,000	115,000	10,500	1,800	0	.....	*b*6,800
Lake Forest University	7	....	14	.....	230,000	70,000	.....	.....	.....	.....	2,000
Lincoln University	10	....	271	62	75,000	50,000	5,000	2,000	.....	.....	.....
Lombard University	7	4	63	27	75,000	90,000	8,000	1,678	0	.....	*b*7,200
McKendree College	7	....	226	129	50,000	43,000	2,800	3,600	.....	.....	*b*5,500
Monmouth College	11	....	103	135	50,000	30,000	3,000	2,300	.....	.....	*b*3,500
Northwestern College	11	....	351	37	50,000	97,000	9,000	4,000	.....	.....	.....
Northwestern University	20	0	299	183	200,000	.....	36,000	7,198	0	0	20,600
Rock River University	20	....	159	.....	40,000	.....	.....	4,000	.....	.....	.....
St. Ignatius College	16	....	72	66	264,000	.....	.....	7,156	.....	.....	*b*12,000
St. Joseph's College	11	....	31	58	.....	.....	.....	.....	.....	.....	.....
St. Viateur's College	15	....	80	.....	75,000	3,000	.....	4,000	.....	.....	*b*3,500
Shurtleff College	9	2	131	50	45,000	100,000	6,000	5,000	.....	6,000	*b*5,835
Swedish-American Ansgari College.	5	0	58	4	22,500	0	0	.....	0	0	.....
Westfield College	8	0	148	40	47,000	45,000	4,200	2,000	0	0	*b*1,100
Wheaton College	18	3	87	38	100,000	32,883	1,858	3,342	.....	.....	1,562

* From Report of Commissioner of Education for 1875.

a Students unclassified.
b Includes society libraries.
c Also 11 students unclassified.
d Also 23 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and scientific department of the Illinois Industrial University offers the usual course of studies found in agricultural and mechanical colleges, and, in addition, a school of domestic science and art, the institution being intended equally for young men and women.

It has been the aim to give the college of agriculture the largest development practicable, and agricultural students are specially invited. The college has, for the illus-

tration of practical agriculture, a stock farm of 410 acres, with a large and well furnished barn, several breeds of neat cattle, swine, and sheep, to illustrate the problems of breeding and feeding. There is an experimental department, aided by a special appropriation, about 60 acres of the farm being devoted to this purpose. Young women can engage, not only in the studies, but also in the practical exercises.

The school in mechanical engineering is designed to supply a class of men competent to invent, design, construct, or manage machinery in the various industrial pursuits. That in civil engineering includes in its technical studies the higher mathematics, drawing, natural science, engineering, and projects. In the school of mining engineering, training is given in theoretical and applied chemistry, chemical and blowpipe analysis, assaying, metallurgy, and the engineering operations of mining. In the school of architecture the prominent features are instruction in design, in the application of scientific principles to building, and in the work of the various building trades. Drawing is studied throughout the course. In the school of chemistry the student learns how to apply the principles of the science to any of the related arts, and is fitted for the business of the druggist, the pharmaceutist, and practical chemist. The school of natural history educates students to be practical geologists, collectors, and curators of museums of natural history and superintendents of scientific explorations and surveys.

The school of domestic science and art provides a full course of instruction in the arts of the household and the sciences relating to them, including the architecture of the dwelling-house, with the laws of heating and ventilation; the principles of physiology and hygiene as applied to the sick and the well; the nature, uses, preservation, and preparation of animal and vegetable food; the chemistry of cooking; the proper material and hygiene of dress; the principles of taste as applied to ornamentation, furniture, clothing, and landscapes; culture of both house and garden plants; the laws of markets, the usages of society and the laws of etiquette and social life. A spacious gymnasium has been fitted up for young women, and instruction in calisthenics is given to two or more classes daily. Lectures on health and its conditions are given, and great pains taken to secure physical vigor and a graceful carriage.—(Catalogue, 1875–'76.)

The department of natural science of Westfield College (Prof. E. Whipple, teacher) reports a method of instruction in zoölogy believed to be new and original. Its purpose is to secure study of specimens by students in such a manner as to be under the direction of the teacher and to furnish evidence of work done without encroaching too much upon the teacher's time. One branch, one class, several orders, families, genera, and species are studied with a view to develop an understanding of the plan of structure characteristic of classes, the general resemblances of families, and the details of special parts in different genera. The students are then required to make out analyses of specimens studied, which are handed to the teacher for criticism, like all other written exercises.—(Letter from Rev. S. B. Allen, A. M., president of Westfield College, January 10, 1877.)

THEOLOGY.

Catalogue reports have been received from four independent theological schools, viz: the Chicago Theological Seminary, (Congregational,) the Baptist Union Theological Seminary, Chicago, the Presbyterian Theological Seminary of the Northwest, at Chicago, and Garrett Biblical Institute, Evanston, (Methodist Episcopal;) also from the Augustana College and Theological Seminary, now located at Rock Island, (Evangelical Lutheran,) and St. Joseph's Ecclesiastical College, at Teutopolis, (Roman Catholic,) which last two seem to be intended mainly as theological schools, while also affording collegiate instruction. In addition to these schools, theological departments exist in Eureka, St. Joseph, Shurtleff, Ansgari, and Northwestern Colleges, and in the Blackburn, Illinois, Wesleyan, and Northwestern universities. It is not possible to give the full courses in all these. They vary much both in the quantity and quality of the instruction given.

MEDICINE.

Bennett Medical College, Chicago, (eclectic,) gives a three years' course of instruction in every department of medicine and surgery. The system of practice taught is elective, in the legitimate sense of the word. Adopting improvements, by whomsoever made, the aim is to follow wherever truth and science lead, and no other inflexible creed is inculcated.—(Annual announcement, 1876–'77.)

The Woman's Hospital Medical College of Chicago also requires for graduation three years' study, two full courses of lectures, and at least one term of dissection and attendance on hospital clinics. A good English education is required for admission to the college.

Hahnemann Medical College and Hospital, Chicago, (homœopathic,) admits both men and women and demands of its graduates attendance on two full courses of lectures and a satisfactory examination in each of the eight following departments: Diseases of

women, surgery, theory and practice of medicine, materia medica, obstetrics, physiology, chemistry, anatomy.—(Catalogue, 1876–'77.)

Rush Medical College, a department of the University of Chicago, demands of its graduates a three years' course of study of medicine, at least two full courses of lectures, at least one college term of clinical instruction, and the study of practical anatomy, under the direction of a demonstrator, to the extent of having dissected each region of the body.—(Annual announcement of Rush Medical College, 1876–'77.)

The Chicago Medical College, the medical department of the Northwestern University, offers a graded course of instruction lasting three years and demands of its graduates this amount of study, besides attendance upon two or more courses of lectures, dissection, and hospital attendance. It also requires, in common with all the foregoing, that the graduates shall have attained the age of 21 years and be of good moral character.

PHARMACY.

The Chicago College of Pharmacy gives instruction in the branches of chemistry, pharmacy, botany, materia medica, and toxicology. The course consists of forty lectures in each department. The student, in order to graduate, is required to have attended two full courses of each of the lectures and have had an experience of at least four years in a pharmacy or drugstore.—(Prospectus, 1876–'77.)

LAW.

Law departments exist in connection with the Chicago and Northwestern, the Illinois Wesleyan, Lincoln Universities, and McKendree College. The course of instruction occupies only 2 years in all but the department of Lincoln University, which has a three years' course.

Statistics of schools for scientific and professional instruction, 1876.

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.									
Illinois Industrial University	25	..	386	4	$741,104	$319,000	$32,543	*a*$7,938	10,060
SCHOOLS OF THEOLOGY.									
Augustana Theological Seminary	3	0	19	2	.....	.....	1,600	.....	.....
Baptist Union Theological Seminary	7	..	58	3	50,000	100,000	8,000	.....	20,000
Bible department of Eureka College	1	...	26	2	.....	.....	0	.....	.....
Chicago Theological Seminary	6	5	34	3	125,000	210,000	16,000	.....	5,500
Concordia College	4	...	*b*86	5	25,000	.....	.....	.....	800
Garrett Biblical Institute	6	...	70	3	*c*60,000	300,000	20,000	.....	3,000
Jubilee College	1	..	....	4	17,500	.....	.....	.....	3,000
Presbyterian Theological Seminary of the Northwest.	6	4	49	3	300,000	150,000	15,000	.....	8,500
Theological department of Blackburn University.	....	...	3	3	.....	.....	.....	.....	.....
Theological department of Illinois Wesleyan University.	....	...	....	....	.....	.....	.....	.....	.....
Theological department of Lincoln University.	5	3	36	3	.....	.....	.....	.....	700
Theological department of Shurtleff College	3	2	12	3	.....	45,000	3,000	.....	1,350
Wartburg Seminary*	3	1	30	3	10,000	8,000	700	.....	2,000
SCHOOLS OF LAW.									
Bloomington Law School, (Illinois Wesleyan University.)	5	...	30	2	.....	0	0	800	0
Law department of Lincoln University	7	...	70	3	.....	.....	.....	.....	.....
Law department of McKendree College*	1	...	7	2	.....	.....	.....	.....	.....
Union College of Law of Chicago and Northwestern Universities.	32	...	95	2	0	0	0	5,715	.....

* From Report of Commissioner of Education for 1875.
a From incidental fees and room rents; there was a State appropriation of $6,645.
b Also 27 preparatory students.
c Value of buildings.

Statistics of schools for scientific and professional instruction, 1876—Continued.

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 MEDICINE.									
Chicago Medical College, (medical department of Northwestern University.)	17	...	130	3	d40,000	$0	$0	$7,500	.....
Rush Medical College, (Chicago University.)	23	...	302	3	65,000	.....	.....	.....	0
Woman's Hospital Medical College	17	...	20	3	.....	.....	.....	.....	50
Bennett Medical College	13	...	70	3	60,000	.....	.....	4,600	.....
Hahnemann Medical College	10	...	88	2, 3	50,000	0	0	7,800	.....
Chicago College of Pharmacy	5	...	38	2	15,000	0	0	1,860	2,531

d Value of building and apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

This is attended to in the Illinois Institution for the Education of the Deaf and Dumb, at Jacksonville, and in the Chicago Day School for Deaf-Mutes. The last named is under the control of the city board of education, and reports an attendance of 24 pupils, (20 males and 4 females.) English language, arithmetic, writing, geography, drawing, &c., are taught. The institution at Jacksonville is under the control of the State, and has educated 1,133 pupils since its foundation in 1839. For the last eight years considerable attention has been given to instruction in articulation with good results. The present attendance is 421 pupils, (237 males and 184 females.)—(Return of 1876, and report of State superintendent, 1875–'76.)

EDUCATION OF THE BLIND.

The Illinois Institution for the Education of the Blind, at Jacksonville, controlled and supported by the State, has educated, since its foundation in 1849, 519 pupils, and reports an attendance of 86. The employments taught are broom and brush making, cane seating of chairs, beadwork, and needlework. There is a library of 609 volumes.—(Return, 1876.) The school is divided into preparatory, junior, and senior departments, and the pupils are said by the principal to have made rapid advancement in the various branches of study pursued, both literary and musical. Four teachers appear in the department of literature, 3 in that of music, 1 in that of manual labor. The labor department brings no profit to the institution, but pays its way and trains for future self-support. Ten hands have worked in the shop, 6 of whom were pupils from the literary department, who were about to leave the school and were training themselves to labor.—(Report of superintendent for 1874–'75 and 1875–'76.)

ASYLUM FOR FEEBLE-MINDED CHILDREN.

This asylum was established in 1865, as an experiment, under the management of the trustees of the Institution for the Education of the Deaf and Dumb. In 1871 it was granted an independent existence, and in 1875 the sum of $185,000 was appropriated for the erection of buildings. The number of pupils in attendance in 1875 was 119; in 1876 it was 86. The average daily attendance during 1875 was 102; during 1876 it was 80. The aggregate number of applications for admission, made to the authorities in a formal manner, since the establishment of the institution is 803, of which only 290 were granted. Of the 290 instructed 52 were discharged able to perform useful labor, 55 to admit a better grade of pupils, and 44 improved. A much greater proportion of applicants will be admitted when the new buildings at Lincoln are ready for occupation. The average age of pupils admitted during the last 22 months was 12$\frac{1}{2}$ years. The school studies are reading, spelling, geography, writing, the simpler rules of arithmetic, drawing, and singing. Calisthenic exercises form an important part of the training. The girls are taught sewing and embroidery and the boys farm work.—(Report of State superintendent, 1875–'76, pp. 298–307.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This association was organized in 1853, under the name of the State Teachers' Institute, by a few earnest men who determined to inaugurate some policy through which the educational interests of the State should receive proper attention. At this time there was scarcely a permanent teacher in the State, and a large number of the people were unprepared to support a system of free schools. The influence of this association has been felt in all branches of the educational forces of the State, public schools, private schools, colleges, and seminaries, and it has, to a large extent, shaped and directed the school legislation of the State. Since its first organization it has continued to increase in power and influence. The meetings are looked forward to with great interest, not only among teachers, but also among a large class of people who consider the cause of education to be of paramount importance to the best welfare of the State. The exercises are of the most practical character, relating to the efficiency and usefulness of the school system. The colleges, normal schools, universities, academies, private schools, law schools, charitable institutions, and public schools are usually represented, and all participate in the various discussions relating to school work.

The twenty-third annual meeting was h ld in Champaign on the 27th, 28th, and 29th days of December, 1876. The president of the association, E. C. Hewitt, delivered a very able and practical address, in which were considered many important points connected with school affairs, but especially the need for and means of securing a better preparation of teachers for the common schools. The committee appointed in 1875 to consider the subject of the coöperation of the high school and college reported at this meeting. The report stated that in their judgment colleges should substantially agree upon requirements for admission and should insist upon at least a required minimum. The committee also submitted a scheme of preparatory studies with equivalents and suggestions as to the arrangement of the collegiate course. The report of the committee was adopted.—(State superintendent's report, 1875–'76, pp. 331–347.)

COUNTY SUPERINTENDENTS' ASSOCIATION.

This association was organized some 12 years ago, and has held meetings since then at various times, the effect of which has been to largely unify the work of supervision and to create an enthusiasm among these officers which could not otherwise have been obtained. The annual meeting for 1876 was held at Champaign, December 26 and 27.—(State report, 1875–'76, p. 349.)

LIST OF SCHOOL OFFICIALS IN ILLINOIS.

Hon. S. M. Etter, *State superintendent of public instruction and member ex officio of State board, Springfield.*

[Term, January, 1875, to January, 1879.]

STATE BOARD OF EDUCATION, IN CHARGE OF NORMAL UNIVERSITY.

Members.	Expiration of term.	Post-office.
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.

List of school officials in Illinois—Continued.

COUNTY SUPERINTENDENTS.

[Term, January 1, 1873, to December 1, 1877.]

County.	Superintendent.	Post-office.
Adams	John H. Black	Quincy.
Alexander	Mrs. Phœbe A. Taylor	Cairo.
Bond	Rev. Thomas W. Haynes	Pocahontas.
Boone	Mrs. Mary E. Crary	Belvidere.
Brown	James P. Amonett	Mount Sterling.
Bureau	Jacob Miller	Princeton.
Calhoun	James McNabb	Hardin.
Carroll	James E. Millard	Lanark.
Cass	John Gore	Virginia.
Champaign	S. L. Wilson	Champaign.
Christian	Robert W. Orr	Taylorville.
Clark	Edward Pearce	Marshall.
Clay	George W. Smith	Louisville.
Clinton	Philip Bottler	Carlyle.
Coles	T. J. Lee	Loxa.
Cook	George D. Plant	173 East 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.
Edwards	Levinus Harris	Albion.
Effingham	Owen Scott	Effingham.
Fayette	Benjamin F. Shipley	Vandalia.
Ford	R. N. Gorsuch	Button.
Franklin	J. W. Ross	Benton.
Fulton	Vincent M. Grewell	Ipava.
Gallatin	Thomas J. Cooper	Shawneetown.
Green	Mrs. Catherine L. Hopkins	Carrollton.
Grundy	Rev. John Higby	Gardner.
Hamilton	John P. Stelle	McLeansboro'.
Hancock	Rev. William Griffin	Carthage.
Hardin	Marshall Rose	Elizabethtown.
Henderson	Rev. James McArthur	Olena.
Henry	Benjamin F. Barge	Geneseo.
Iroquois	David Kerr	Gilman.
Jackson	L. H. Redd	De Soto.
Jasper	Calvin S. James	Newton.
Jefferson	John D. Williams	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	Galesburg.
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	R. D. Miller	Petersburg.
Mercer	Miss Amanda E. Frazier	Aledo.
Monroe	William H. Hilyare	Chalfin Bridge.
Montgomery	Rev. Francis Springer	Hillsboro'.
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	Du Quoin.
Piatt	C. J. Pitkin	Monticello.
Pike	James W. Johnson	Pittsfield.
Pope	James A. Rose	Golconda.

List of school officials in Illinois—Continued.

County.	Superintendent.	Post-office.
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	Jonesboro'.
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.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, (6–21)	*667,736	*679,230	11,494	
Enrolment in public schools	502,362	516,270	13,908	
Average daily attendance	300,743	314,168	13,425	
Colored children enumerated	9,788	10,261	473	
Colored children enrolled	6,651	6,963	312	
Children in private schools	30,000			
Number between 10 and 21 unable to read.	4,234			
TEACHERS AND THEIR PAY.				
White teachers in public schools	13,047	13,317	270	
Colored teachers in public schools	86	94	8	
Men teaching	7,670	7,852	182	
Women teaching	5,463	5,559	96	
Total number of teachers	13,133	13,411	278	
Number that attended institutes	13,844			
Average monthly wages of males	$65 00	$63 20		$1 80
Average monthly wages of females	40 00	41 40	$1 40	
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	9,182	9,310	128	
Number in which no schools were taught.	52	51		1
Number in which colored schools were taught.	132	115		17
Average length of public schools in days.	120	129	9	
Number of graded schools	396	398	2	
Number of ungraded schools		9,004		
Number of school-houses	†9,307	‡9,434	127	
Valuation of school property	$10,870,338	$11,548,993	$678,655	
INCOME AND EXPENDITURE.				
Receipts from State tax	1,577,533	1,553,164		$24,369
Receipts from local tax	2,650,622	2,693,321	42,699	
Receipts from permanent fund	607,717	616,164	8,447	
Receipts from other sources	205,645	220,678	15,033	
Total receipts	5,041,517	5,083,327	41,810	
Expenditure for sites, buildings, and furniture.	700,000	700,000		
Expenditure for salaries of superintendents.	50,000	50,000		
Expenditure for salaries of teachers	2,830,747	3,093,559	262,812	
Expenditure for fuel, light, rent, repairs, &c.	949,457	1,077,526	128,069	
Total expenditure	4,530,204	4,921,085	390,881	
SCHOOL FUNDS.				
Common school fund	6,363,191	6,428,771	65,580	
Congressional township fund	2,436,000	2,442,100	6,100	
Total fund	8,799,191	8,870,871	71,680	

(Biennial report of Hon. James H. Smart, State superintendent of public instruction, for 1875 and 1876, pp. 10–66, and returns for these years to Bureau of Education.)

*The proportion of the sexes may be found in Table I, at the end of this volume.

†Stone, 92; brick, 1,235; frame, 7,753; log, 227.

‡Stone, 81; brick, 1,418; frame, 7,743; log, 192.

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

The Indiana Schools, and the Men Who Have Worked in Them; edited by James H. Smart, A. M., State superintendent of public instruction; constitutions of 1816 and 1851; school law of 1873. The first named work has been freely drawn upon.

EARLY VOLUNTARY FREE SCHOOLS.

The school system of Indiana is the result of a growth of less than 25 years. The few common schools scattered over the State prior to the adoption of the constitution of 1852 depended mainly on local voluntary enterprise, and formed in no sense a State system. The people were permitted to open and maintain schools, but were not compelled to do so. No State tax was levied and no officers were made responsible to the State for the establishment and supervision of a general system of schools which should be supported by all and open to all.

LEGISLATION UNDER THE FIRST CONSTITUTION.

The first State constitution, adopted in 1816, made it the duty of the general assembly "to provide by law for a general system of education ascending in a regular gradation from township schools to a State university, wherein tuition shall be gratis and equally open to all." The founding of such a system, however, was delayed until many years after this by want of money, sparseness of population, mismanagement of school funds, opposition from a few, and indifference on the part of many. Between the years 1816 and 1820 several laws were passed for the incorporation of academies and seminaries, and in 1821, by a resolution of the general assembly, a committee was appointed to draft and present to the next legislature a bill for a general system of education, in which they were to guard particularly against "any distinction between the rich and poor." The suggestions of the committee thus appointed went to mould the first general school law of the State. This law provided for the election by the people of school trustees, who were vested with the general control of school lands and schools and the examination of teachers. Under it schools were occasionally established, continuing two or three months and sustained by rate bills; but the attainment of the much desired object, the establishment of free schools, was not reached until after the adoption of the new constitution in 1851. Until then, school officers could do little more than encourage schools. They possessed neither means nor authority to build school-houses or to establish schools. They could not levy a tax to build school-houses except by special permission of the district, and even then the amount of money appropriated was limited by the legislature of 1834 to $50 for each school-house.

LEGISLATION UNDER THE SECOND CONSTITUTION.

The new constitutional provision for the establishment of "a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all," was accepted in 1851 by a majority vote of more than 80,000. The first law which made it possible to build up a system of State schools worthy the name was approved June 14, 1852. This law was exceedingly liberal and, in many respects, wise. It embodied the principles that the property of the State should educate the children of the State, and that all common schools should be open to the pupils thereof without charge. Trustees were given full charge of the educational affairs of the township. They were empowered to build school-houses, establish graded schools, and employ teachers, as circumstances seemed to require. The law provided for levying and collecting a property tax of 10 cents on each $100; for the consolidation and general management by the State of the school funds; for the election of a State superintendent of public instruction; for the organization of a State board of education, and for the purchase of township libraries, under the direction of the board, levying for that purpose a property tax of a quarter of one mill on each dollar and a poll tax of 25 cents. By section 130 power was given the voters of any township to vote a tax for establishing and sustaining schools and continuing them after the public funds were expended, such tax being limited in amount to 50 cents on each $100 of property and 50 cents on each poll. Another section declared incorporated cities and towns to be school corporations, independent of the townships in which they were situated, entitled to a proportionate amount of school funds, and authorized them to appoint independent trustees, with power to establish graded schools and to levy taxes for their support after the public funds should be exhausted, to build school-houses, etc. These two sections at once charged the whole educational machinery of the State with a new life. School-houses, large and commodious, were erected in the larger cities; graded schools were established in rapid succession; and everywhere enterprise, activity, and the true spirit of educational progress prevailed. Unfortunately, however, in a few years the progress of the schools was checked by contentions concern-

ing the constitutionality of these very sections, and, the supreme court deciding adversely, a blight was left upon the schools for more than a dozen years. It was decided that these sections were repugnant to the constitution, in that they provided for a taxation which was not general and uniform. The graded schools, of which many had gone into successful operation in the larger towns and cities, were too young to withstand such opposition, and were discontinued for a time; but by the energy and determination of teachers and friends of education a movement was inaugurated which in time removed the disturbing elements and secured a reinvigoration of school life.

ADMINISTRATION OF THE SYSTEM.

The first State superintendent of schools, Hon. William Larrabee, was elected in 1852, and began his service November 8 of that year. He served two terms, having been reëlected to the office in 1856. About the close of his first term, in 1854, the Indiana State Teachers' Association was organized, an event which marked the dawn of a new era in educational affairs in the State. The association was organized for the determined purpose of discussing the great fundamental principles of an educational system and the appropriate instrumentalities to be employed, and the results of the discussions and deliberations of this body in the various forms of memorials, petitions, resolutions, and advisory committees have so influenced and guided legislation that for practical wisdom the present Indiana school system has no superior among the States.

The second State superintendent was Hon. Caleb Mills, a zealous advocate of free schools, November 8, 1854, to February, 1857. Mr. Mills had for many years taken an active part in the educational agitation which at last resulted in the establishment of the free school system. During his official term of two years and three months, Mr. Mills made three reports, in which were elaborately discussed many topics of vital importance to the success of the public school system. About the close of his term of office, at the second meeting of the State Teachers' Association, was established the Indiana School Journal, a periodical which has always advocated the fittest legislation for common schools and persistently pressed lawmakers to a sense of duty.

Mr. Larrabee, as before stated, succeeded him, serving for two years, from the second Tuesday of February, 1857.

Hon. Samuel L. Rugg, a native of Oneida County, New York, was superintendent of public instruction for the State from the second Monday of February, 1859, to 1861, and again from November 21, 1862, to 1865, under a new school law changing the time of assuming office. Near the close of his last term he united very cordially with his successor in efforts to increase the usefulness of the school system by securing proper legislation.

Hon. Miles J. Fletcher, a native of Indiana, succeeded Mr. Rugg to the office of State superintendent, February 14, 1861. Entering upon his duties with the enthusiasm for which he was noted, he bade fair to accomplish much valuable work; but during the civil war was called away much of his time to assist in organizing regiments that were preparing for the field. He was killed in a railroad accident, May 10, 1862, while on an errand of mercy to sick and wounded soldiers. The unexpired term made vacant by his death was filled by Hon. Samuel K. Hoshour, Mr. Rugg, as before said, succeeding him.

Hon. George W. Hoss, a native of Ohio, and a graduate of Greencastle College Indiana, was elected in 1864 and reëlected in 1866 as State superintendent of public instruction, serving from 1865 to October, 1868, when he resigned. Mr. Hoss had been constantly engaged in educational work in various capacities since his graduation in 1850. He was one of the pioneer institute workers of the State and an active member of the State Teachers' Association, which he helped to organize in 1854. He was also editor of the Indiana School Journal from 1862 to 1871. As State superintendent, he aided in securing the passage of the normal school bill and the reënactment of the law permitting local taxation for the support of the public schools.

During the superintendency of Mr. Hoss a great change for the better was wrought in the prospects of the free public schools of the State by the passage of the school law of 1865, a result due to the long continued efforts of the friends of education, and which breathed life and hope into the whole educational system. One of its sections provided for the establishment of teachers' institutes, and required the appropriation of the sum of $50 annually in each county for their support. This provision gave a new impulse to the cause of education, and one which, reaching the entire system of State schools, excited energetic activity along its course. The county teachers' institute in Indiana has proved to be the engine of power by which the teachers, the common schools, and the State have been elevated. No other one instrumentality, it is believed, has done so much as this to raise the standard of teaching, to popularize the public schools, to establish among the masses a healthy educational sentiment, and to create a thirst for knowledge.

In this connection it may be proper to remark that important measures did not always originate with those who stood at the head of the school system, though gen-

erally seconded by these. The most important measures in the school legislation were organized by the teachers of the State. In 1855 their association appointed a committee to memorialize the legislature with reference to the establishment of normal schools, and this was followed by repeated discussions, resolutions, and the appointment of conference committees at almost every annual session of the association for ten consecutive years. The several and successive State superintendents of public instruction, for an equal number of years, presented in their annual reports elaborate and exhaustive arguments and statistics urging upon the general assembly the necessity of making some provision for the better education of teachers. By the gratuitous efforts of individual teachers a State normal institute was organized in 1865; and this one was followed by others, which did much to stimulate the sentiment in favor of normal schools. In December, 1865, the general assembly, assenting to the demands of this sentiment, established a State normal school, locating it at Terre Haute, where, in buildings that cost $179,000, it has since been in successful operation.

The successor of Mr. Hoss in the office of State superintendent was Hon. Barnabas C. Hobbs, a native of the State and a life-long teacher. At the time of his election Mr. Hobbs was president of Earlham College. He was an early member of the State Teachers' Association and a strong advocate of normal schools. During his term of office — October, 1868, to March 15, 1871 — he advocated and succeeded in securing the establishment by the State of a reform school for juvenile offenders. Other important legislative enactments during this term were the provision of 1869 for the separate education of colored children and the law of the same year empowering school trustees to issue bonds for building purposes.

Mr. Hobbs was succeeded, March 15, in the office of superintendent by Hon. Milton B. Hopkins, a native of Kentucky, but for many years one of the prominent educators of Indiana. Mr. Hopkins had been for 38 years engaged in the kindred professions of teacher, preacher, and editor. He was a man of great sociability, courtesy, and politeness, and was eminently successful in enlisting county officers in the work of education. He was elected superintendent in 1870 for the term reaching from 1871 to 1873, and reëlected in 1872 for that from 1873 to 1875. He died August 16, 1874, and his son, Hon. A. C. Hopkins, filled the unexpired term so caused, from August 20, 1874, to March 15, 1875, when Hon. James H. Smart came into office.

In 1873 the office of county superintendent was created and the general management of the county schools placed under the control of this officer. The same law provided for a county board of education, to consist of the county superintendent, the trustees of the townships, and the school trustees of the towns and cities of the county. It also made provision for holding township institutes or model schools for the improvement of teachers, setting apart for this purpose at least one Saturday in each month; a provision which results in much good for the schools.

Hon. James H. Smart, M. A., the present incumbent of the office, is a native of New Hampshire, where he was educated with especial reference to the profession of teaching, in which he has been engaged nearly 18 years. He was for 10 years superintendent of public schools for Fort Wayne. He was also a member of the State board of education, and in 1873 was president of the State Teachers' Association. In 1874 he was elected State superintendent of schools, entering on duty, according to the law, March 15, 1875, and in the same year Dartmouth College conferred on him the honorary degree of master of arts. In the autumnal election of 1876 he was chosen for a second term.

OFFICERS AND INSTITUTIONS OF THE SCHOOL SYSTEM.

The officers of the Indiana school system at present are as follows:

(1) State superintendent of public instruction, elected by the people for a term of two years from March 18 succeeding the general election.

(2) State board of education, composed of the State superintendent, the governor of the State, the presidents of the State university and of the State normal school, and the superintendents of public schools in the three largest cities in the State.

(3) County superintendents, appointed by the county commissioners biennially, in June.

(4) Township trustees, elected by the people for terms of two years, at the general election.

(5) City and town trustees, composing boards of three members each, appointed by the city council or town trustees, one member retiring annually in June.

(6) School commissioners for cities above 30,000 inhabitants, elected by the people at an election held for the purpose annually on the second Saturday in June, one for each ward or school district.

The State University, at Bloomington, organized in 1834, stands at the head of the public school system. It is liberally endowed by the State, and maintains a law and a medical school. The agricultural school, which is in its infancy, is located at Lafayette. and is called the Purdue University.

THE SCHOOL FUND.

The early founders of the school system in Indiana planned more wisely than they knew in providing for a cumulative school fund, which is now larger than that possessed by any other State by more than $2,000,000. This immense fund, now approximating $9,000,000, and which is the solid rock in the centre of the foundation of the school system, has accumulated from the following sources:

(1) The congressional township fund, derived from the sale of sixteenth section lands in each township; (2) the bank tax fund and (3) the sinking fund, both which are derived from moneys set apart by the State for educational purposes in the law which chartered the State Bank of Indiana in 1834, the former having yielded about $80,000 and the latter over $5,000,000; (4) the surplus revenue fund; (5) the saline fund, obtained from the sale of salt springs and the lands belonging to them; (6) the swamp land fund, the proceeds of the sales of swamp lands granted by Congress to the State and by it set apart for common schools; (7) the seminary fund, resulting from a sale of all county seminaries and property, ordered by the legislature in 1852; and (8) the contingent fund, derived from fines, forfeitures, escheats, etc.

The magnificent fund resulting from these various sources, in the words of the law, "may be increased but shall never be diminished; and the income thereof shall be inviolably appropriated to the support of common schools, and to no other purpose whatever."

ELEMENTARY INSTRUCTION.

REPORT OF SUPERINTENDENT SMART.

The report of the State superintendent of instruction for the years 1874-'75 and 1875-'76, an interesting document in all respects, has one especially noticeable feature. This is a series of statistical maps, exhibiting by counties (1) the number and distribution of the schools, 9,307 in all; (2) the enumeration of children in each county, 679,230; (3) the pupils admitted to the schools, 516,270; (4) the number of teachers employed, 13,411; (5) the number of school-houses, 9,434; (6) the number of school districts, 9,310; (7) the average length of the school year in each county, the lowest figure being 97, the highest 165, the average for the State 123 days; (8) the number of new school-houses erected, 14 in 1 county, 12 in another, 11 in 2 more, and so on down through 10, 9, 8, &c., to 1 and 0, this last, however, marking but 2 counties in the State, and the total reaching 454; (9) the location of higher institutions, such as normal schools, polytechnic institutes, colleges, and universities; (10) the distribution of 49 cities and 206 towns, in which especially the graded system of instruction flourishes. The series gives a bird's-eye view of almost everything connected with education in the State, and it is much to be hoped that a like plan may be adopted generally, as a means of showing, much better than mere columned figures can, which are the dark spots, which the bright ones, in the educational condition of each State.

Another somewhat kindred feature of the report is a set of comparative tables, showing by semi-decades the growth of education in each county since 1855 in such particulars as the length of school in days, the number of teachers, the amount paid these, and the attendance at school. The exhibition is a very creditable one, almost every county being shown to have advanced, with great steadiness, to quite a gratifying point.

TOPICS DISCUSSED IN THE REPORT.

Among the topics to which Mr. Smart devotes attention, besides the ones embraced in the statistical summary first given, are the following:

(1) *The amount of illiteracy in the State.*— Under this head it is shown that whereas the census of 1870 presented 26,783 children between 10 and 21 who could neither read nor write, a separate enumeration of all illiterates between these ages in 1875 made out only 4,922 in all the State; a result which, the superintendent argues, indicates either that the census did Indiana great injustice or that its school teachers have been doing right royal work in the years since it was taken.

(2) *Schools for colored children.*— Respecting these, Mr. Smart says that 14 counties out of 92 enumerated no colored children, and 13 others less than 10 each; that nearly two-thirds of all the colored children are found in 10 counties, lying mostly along the southern border of the State; that in these 10 counties the per cent. of enrolment in the schools is 66, while elsewhere in the State it averages 72; and that a comparison of statistics shows that 76 per cent. of all the white children and 68 per cent. of all the colored children of the State were enrolled in public schools in 1876. The law requires that, where enough colored children can be found in any locality to form a separate school, one shall be organized for them. But where there are not enough for this the appropriation to them of their proportion of the school funds rarely results in any effective education. And as the State and the community cannot afford to have any portion of its children grow up in ignorance, Mr. Smart recommends an alteration of the law to allow the colored children of school age to attend the established schools

where there are not a sufficient number within reasonable distance to warrant the opening of a separate school for them.

(3) *The means of making country schools more effective.*— Admitting that country schools labor generally under necessary disadvantages which must keep them in many things below the grade of town or city schools, Mr. Smart still urges that much may be done toward giving country boys and girls school privileges more nearly equal to those enjoyed in towns. The means to this are, in his judgment, (1) consolidation of sparsely settled or small districts, which he proposes to effect by closing a portion of the schools during at least a part of the year and distributing the pupils among the remaining ones for that time, thus making possible a better grading and instruction without increase of cost; (2) longer terms of school, to be effected by increased local taxation, which will enable country districts to have a lengthened winter term for the benefit of older children who must work in summer, and a lengthened summer one for the benefit of younger children who cannot brave the cold and snow of winter on the way to school; (3) township graded schools, by means of which in a central position in a township scholars more advanced than others may be collected into one large class under one teacher, instead of distracting the attention and using up the time of many teachers in the primary district schools; (4) better teachers, who may be secured by greater care on the part of trustees in selecting, and be retained by having fuller wages paid them; (5) more effective county supervision, which should extend not only to the character and quality of the instruction in the country schools, but also to the condition of the buildings, the supply of furniture and apparatus, and the proper fencing and keeping of the grounds, since only in comfortable and well ventilated buildings, duly supplied with good furniture and apparatus, can pupils be expected to study to advantage, and only in grounds well cared for and kept clean can they be induced to take exercise needful for healthful studying power.—(Report, pp. 78–102.)

COUNTY SUPERINTENDENCY.

Great credit is due to Mr. Walter S. Smith, of Marion County, for carrying through the courts the question of the constitutionality of the law of 1875, which substantially abolished the county superintendency. After a long contest the law was declared by the supreme court of the State unconstitutional, and thus the superintendency remains intact under the previous law of 1873.—(Reports in Indiana School Journal for July and August, 1876, and State report for 1875–'76, p. 94.)

KINDERGARTEN.

One school of this class, established in 1875, at Indianapolis, conducted by Alice Chapin and an assistant, reports an attendance of 16 pupils from 5 to 7 years of age. The effect of this training upon the mental and moral development of her pupils, the teacher reports, has been astonishing; the perceptive faculties have been much quickened; accuracy of thought and expression has been remarkable; language good, and kindness to each other uniform.—(Return, 1877.)

STATE EDUCATIONAL EXHIBIT AT THE CENTENNIAL.

Among the products sent by Indiana to the Centennial Exhibition were, from the schools of the State, 175 volumes of examination papers, specimens of drawing and penmanship, collections in natural history, and a great variety of other work, from at least 15,000 school children. Ten models and many photographs of representative school buildings were also sent. This material was supplemented by a great number of statistical charts, representing the condition and growth of the school system of the State and of the higher institutions of learning. Fifty cities and towns, 40 counties, and 13 colleges were represented in the exhibit.

The success of the exhibit was quite marked, and it was commended as being one of the best in the Exposition. Of the value of the exhibit to the schools there can be but one opinion, and it has developed a just State pride in the school system on the part of the citizens of Indiana while doing much to remove the erroneous opinion that the State is behind other States in educational advantages. But the reflex influence of the exhibit upon the teachers and schools is one of its most valuable results. The effort made by the children in the preparation of the material for exhibition was alone worth many times the cost of the exhibit, furnishing to pupils, as it did, an incentive that produced their best efforts, and showing teachers what good work is possible.—(Report of State superintendent, pp. 141, 142.)

CITY SCHOOL SYSTEMS.

HUNTINGTON.

Officers.— A board of school trustees of 3 members, and a city superintendent of schools.

Statistics.— Population of city, 4,500; children of school age, 1,267; enrolled in city public schools, 579; in other schools, 336; not attending any school, 352. Average

number belonging in city schools, 456; average daily attendance, 436; per cent. of attendance, 95.6; increase, 2.6. Number of cases of tardiness, 66; decrease, 143. Total cost of the schools, $6,566.70.

Remarks.—The regularity in the attendance of pupils during the year 1875–'76 has been remarkable. There were only 66 cases of tardiness against 209 the previous year. Parents of pupils and the citizens generally have manifested an interest in the schools by frequent visits. The whole number of these visits during the year was 1,318, an average of about 7 each day.

No spelling books nor copy books are used in these schools, and, after two years' trial of this plan, the results have been found to be highly satisfactory. Any school which uses copy books is challenged to produce specimens from all its pupils which will excel those of Huntington scholars in neatness, beauty, and legibility.

Owing to the crowded condition of their room, the pupils of grade G were divided into two classes, one to attend in the morning, the other in the afternoon. The result was an improvement of 21 per cent. in the attendance and an increase in the advancement of the pupils of at least 10 per cent.

The condition of the high school is not so satisfactory as that of the lower grades. A variety of causes, which it is hoped may be removed next year, have hindered the progress of the pupils. The number in attendance was 25.—(Report for 1875–'76 of board of school trustees and of Superintendent James Baldwin.)

INDIANAPOLIS.

Officers.—A board of school commissioners of — members, one-third changed each year, and a city superintendent of schools, with assistant superintendents, male and female.

Statistics.—Estimated population of the city, 100,000; children of school age, (6–20,) 21,255; enrolled in public schools, 11,392, besides an estimated enrolment in private and parochial schools of 2,100. Average daily attendance, 8,121. Number of school buildings, 25; of rooms for study and recitation, 188; of rooms for recitation only, 25; sittings for study, 10,100; teachers employed in primary schools, 112; in grammar schools, 54; in high schools, 16; in normal school, 1; in evening schools, 20; total, 203. Salaries of teachers, from primary to high school, including principal of the latter, $400 to $2,000; of superintendent, $2,800; of male assistant superintendents, $1,900; of female assistants, $1,200. Receipts for city schools, $357,519; expenditures, $287,731. Expense per capita, based on average monthly attendance, $21.

Notes.—Special teachers of music, drawing, and penmanship have been employed at liberal salaries, implying skilled and systematic teaching in these lines; but no published report has come to hand indicating the progress made. Evening schools under the charge of 20 teachers have had in them 872 enrolled pupils, with an average attendance of 576. The high schools, which have employed 16 teachers, including principals, have had in them 198 enrolled male pupils and 300 female, (total, 498,) with an average attendance of 435.—(Return of Superintendent George P. Brown to Bureau of Education for 1876.)

The Indiana School Journal for March, 1876, mentions the death, February 7, 1876, of Miss Kate Steere, who had been for several years the respected and efficient principal of one of the largest graded schools of the city system. At a subsequent meeting of the teachers, Superintendent Brown spoke in exalted terms of her work and worth.

LAFAYETTE.

Officers.—A board of trustees of 3 members and a city superintendent of schools.

Statistics.—Population of city, 20,000; children of school age, (6–20,) 6,041; enrolled in public schools, 2,770; average number belonging, 1,773; average daily attendance, 1,631; per cent. of attendance, based on average number belonging, 92. School buildings, 6; sittings in these, 1,681. Teachers employed in primary grades, 20; grammar grades, 22; in high school, 7; total, 49; pay of these, $400 to $1,500; of superintendent, $1,900. Total receipts for schools, including balance of $41,009 from previous year, $102,521; expenditures, $43,905. Cost per capita, based on average daily attendance and including all expenses, $22.57; including supervision and instruction only, $14.75.

Notes.—In a written return from the superintendent, there appear evening schools taught in 4 rooms and apparently under the charge of 4 teachers; but no other information concerning these is given. In the same return appear special teachers of music and drawing, implying that these are systematically taught, though here again there is no further information.

In the high school 7 teachers in all have been employed, including the principal, and 92 pupils have been enrolled.*—(Return of Superintendent J. T. Merrill and report of trustees for 1875–'76.)

* The Indiana School Journal for May, 1876, says, page 237: "Prof. J. A. Blackburn" [principal of this high school] "died recently at the home of his parents in Michigan. He was highly respected by all who knew him, and leaves many warm friends in Lafayette and other cities of the State."

OTHER CITIES.

For statistics of the school systems in other cities of the State, see their returns in Table II, at the close of this volume.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This school for the professional training of teachers, organized in 1870 and located at Terre Haute, is under the control of a board of 5 trustees, 4 of whom are appointed for 3 years by the governor, with the consent of the senate, the fifth member being the State superintendent of public instruction ex officio. It has property valued at $250,000; no endowment, but an annual appropriation of $17,000 from the State.

The enrolment for the year 1876 in the normal department was 404, these students representing between 80 and 90 counties of the State. The model or training school, embracing 8 grades, had an enrolment of 183. Since the organization of the school, 1,130 persons have received instruction in the normal department. To secure admission, it is required that applicants pass a fair examination in reading, spelling, geography, and in arithmetic through percentage. They must write a legible hand and be able to analyze and parse simple sentences. Of the 1,130 students admitted under these conditions, 65 have graduated and are rendering efficient service in the State, while hundreds of undergraduates are doing likewise, according to the measure of their ability.—(Report of State superintendent, pp. 109–123.)

Provision for the establishment of this school was first made by the legislature of the State in 1865, after 11 years of continuous effort by the friends of education to secure such action. It was located at Terre Haute in consideration of the donation to it by that city of $50,000 in money and a site worth $25,000. The cost of the building was over $200,000. The school opened in 1870, with 21 pupils, and its total enrolment since has been 1,160; number of graduates, 49. During the five years of its existence, it made itself felt powerfully among the educational appliances of the State.—(The Schools of Indiana, pp. 126, 127.)

Other normal schools have been established by private enterprise. There is a large one at Valparaiso, and there are also several training schools connected with high schools. The State university has had, at several times, what was called a normal department, but such classes were finally abandoned in 1870, upon the opening of the State normal school.—(The Schools of Indiana, pp. 126, 127.)

NORTHERN INDIANA NORMAL SCHOOL.

The Northern Indiana Normal School, at Valparaiso, organized in 1873, is now the largest normal school in the United States. The total attendance during the year 1877 was 2,300, of whom 1,400 were men and 900 women, and there were 33 graduates, of whom 24 engaged in teaching. The school has a library of 3,000 volumes, a collection of models, casts, apparatus, and examples for free hand drawing, a chemical laboratory, a philosophical cabinet and apparatus, a museum of natural history, and a gymnasium. In consequence of the great demand for German and drawing these branches have been placed, during the last year, with the regular studies. Instrumental music, telegraphy, and phonography are extra branches. Tuition is $32 a year. Good board and furnished room cost $2.50 a week. Many years of careful study have been given to the organization, classification, and furnishing of every department of the school, the aim having been to supply it with every convenience necessary for the acquirement of a first class education, and yet place the expense within the reach of all. The course of study is completed in 3 years.—(Catalogue and circulars, with return to the United States Bureau of Education, 1876–'77.)

OTHER NORMAL SCHOOLS.

Elkhart County Normal and Classical School, Goshen, organized in 1874, reports an attendance in its normal department of 140, of whom 80 are men and 60 are women. Graduates in 1876, 5. Number of years in course, 4.—(Return for 1876.)

There are also normal departments belonging to the course of instruction in Bedford, Smithson, Fort Wayne, and Union Christian Colleges and Indiana Asbury University, affording a more or less complete course of training for teachers.—(College catalogues and circulars.)

TEACHERS' INSTITUTES.

County institutes.—The law requires the various county superintendents to hold an institute in their respective counties once at least each year for the instruction of the teachers therein. These institutes generally remain in session 5 days. Instruction is given in the various branches required by law, and this is supplemented by lectures and discussions upon various educational topics. There were 91 of these insti-

tutes held in 1875, at which there was an attendance of 11,159 teachers and persons preparing to become such, of whom 6,059 were men and 5,100 were women. The total cost of these institutes was $5,725.27; aggregate length of session in days, 456; number of evening lectures delivered, 206.—(Report, pp. 39, 40, 89.)

Township institutes.—The school law provides that at least one Saturday in each month shall be devoted to township institutes, or model schools for the improvement of teachers, and they may be held during two Saturdays, at the discretion of the township trustee. Teachers must attend these institutes, unless prevented by sickness, or forfeit one day's wages for every day's absence therefrom. These institutes are largely attended, are rapidly growing in favor, and, the State superintendent believes, will ultimately prove to be an important agency in the advancement of the country schools. The number held in 1875 was 4,080; in 1876 it was 4,375.—(Report, pp. 40, 90.)

Private normal institutes.—In addition to the county and township institutes already mentioned as provided for by law, private normal institutes were held in 52 counties of the State, and had an enrolment of 2,685 members, of whom 1,336 were men and 1,349 women. The average attendance was 2,084; number of instructors, 136; aggregate length of sessions in weeks, 346; average length of session, 5½ weeks; average cost per pupil per week, 93 cents; number of public or evening lectures, 136.—(State superintendent's report for the years 1875 and 1876, p. 40.)

SCHOOL JOURNALS.

The Northern Indiana Teacher, after a useful existence of about 3 years, was merged in the Indiana School Journal, July, 1876. The latter journal, resisting an effort made at the close of that year to consolidate all the northwestern school papers into one, continues its work, and remains the official organ of the State Teachers' Association and of the superintendent of public instruction.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Public high schools are reported in 45 cities and towns in the State, with a total enrolment of 3,145 pupils, under 115 regular and 25 special teachers. As far as the sex of pupils was reported, 1,106 were boys and 1,599 girls. The high school at Indianapolis, with 440 pupils, did not report this item. The course in most of these schools is of 4 years; in 15 it continues only 3; and in 2, Bloomington and Greencastle, only 2 years. Arrangements are made between a number of these schools and the State University, by which graduates of the schools are admitted to the freshman class of the university without further examination than that sustained at the close of the school course.—(State report for 1875–'76, pp. 112, 113, with statement xii of appendix.)

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 2 for girls, and 9 for both sexes, outside of the public school system, there have been reported to this Bureau 1,308 pupils under 50 teachers. Of these only 70 are returned as engaged in classical studies, 60 as in modern languages, 16 as preparing for a classical course in college, and 7 for a scientific course. Drawing is taught in 3 of these schools, vocal music in 6, and instrumental music in 4. Chemical laboratories are reported by 3, philosophical apparatus by 7, and libraries of 17 to 2,000 volumes by 8, the whole number of volumes in such libraries reaching 5,317.—(Returns to Bureau of Education for 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

No schools especially devoted to the preparation of students for college report their statistics for 1876, except the preparatory departments of 15 colleges and universities. In these were 42 instructors, exclusive of college professors, having under them 1,444 pupils, 594 of them in preparation for a classical collegiate and 217 for a scientific collegiate course.—(Returns to the Bureau of Education for 1876.)

BUSINESS COLLEGES.

Five of these report to the Bureau 18 teachers and 1,574 pupils, of whom 50 were in phonography, 127 in telegraphy, 84 in German, and 12 in French. Two of the institutions teach common English and correspondence; 3, penmanship and book-keeping; 2, banking; 3, commercial law; 1, political economy; 2, life insurance; 2, phonography, and 4 telegraphy.—(Returns to Bureau of Education for 1876.)

SUPERIOR INSTRUCTION.

INDIANA STATE UNIVERSITY, BLOOMINGTON.

The university comprises collegiate, preparatory, law, and medical departments, the first embracing classical and scientific courses. It is under the control of a board of 8 trustees, appointed to serve four years by the State board of education; has property

valued at $140,000, and an endowment of $120,000, yielding an annual income of $7,000, and receives from the State $23,000 annually. No tuition fee is required of any student in any department of this university, and board and lodging can be had for $3 or $4 per week. Young women are admitted on the same terms as young men and are entitled to the same rights and privileges.

The university buildings are in the collegiate Gothic style, simply and truly carried out. The building fronting College avenue is 145 feet front, and consists of a centre building 60 feet by 53, with wings, each 38 by 26, the whole 3 stories high. The new building recently completed, fronting the west, is 130 by 50 feet.

By the purchase of the Owen cabinet, containing about 85,000 specimens, and of the entire university series of casts from Professor Ward, of Rochester, N. Y., the museum now numbers about 100,000 specimens, and claims to be equal in value to any in the West. Nearly all European countries are largely represented by suites of characteristic rocks and fossils. There are at present over 6,000 volumes in the library, with an annual appropriation for its increase. The law library included in these has been largely increased by purchase and by a valuable gift from a citizen of Fort Wayne.—(State superintendent's report, pp. 109–119.)

OTHER COLLEGES.

Bedford College, Bedford, (Christian,) has six courses of study, the classical, scientific, normal, commercial, Bible course, and course for women. The latter is as good as that afforded by the best seminaries. In the normal course, a thorough preparation is given for teaching. There is also an extra normal class of five weeks held during vacation.—(Circular, 1876–'77.)

Concordia College, Fort Wayne, (Evangelical Lutheran,) has an arrangement of studies peculiar to German schools, uniting with the common and high school English branches such an amount of training in Greek, Latin, Hebrew, French, and German as, in this country, is found only in a collegiate curriculum. The course lasts 7 years, and is especially intended to fit pupils for the Theological Seminary of the Lutheran Church at St. Louis.—(Catalogue, 1875–'76.)

Earlham College, Richmond, (Friends,) is for young men and women, and embraces preparatory and collegiate departments, the latter with classical and scientific courses.—(Catalogue, 1875–'76.)

Fort Wayne College, Fort Wayne, (Methodist Episcopal,) is for both sexes, and has collegiate, normal, commercial, art, academic, and music departments.—(Circular, 1875–'76.)

Franklin College, Franklin, (Baptist,) admits both men and women to its classes and its faculty. The departments are preparatory, music, painting, and collegiate, the latter including classical, scientific, and English courses.—(Catalogue, 1874–'75.)

Hanover College, Hanover, (Presbyterian,) admits only young men to its course, which includes preparatory and collegiate departments, with classical, scientific, and irregular or elective courses. The scientific now requires for completion the same length of time as the classical, (four years,) all the studies of that course being included except Greek and advanced Latin. In the classical course calculus and German are elective; in the scientific, in the junior year, calculus, Latin, and German are elective.—(Catalogue, 1875–'76.)

Hartsville University, Hartsville, (United Brethren,) admits both sexes. Its departments are collegiate, preparatory, theological, commercial, and musical, the former with classical and scientific courses.—(Catalogue, 1875–'76.)

Indiana Asbury University, Greencastle, (Methodist Episcopal,) embraces in its regular collegiate department a classical and philosophical course, both requiring four years for their completion. The philosophical course has been framed on the basis of the former scientific course, but embraces a more extended study in natural science, Latin, and modern languages, and leads to the degree of bachelor of philosophy. An optional course, composed of studies selected from the two regular courses, may be pursued by students if they so elect. There are also normal and biblical courses. No mention is made this year of the law department which has hitherto existed here. Both sexes are admitted.—(Catalogue, 1875–'76.)

Moore's Hill College, Moore's Hill, (Methodist Episcopal,) offers collegiate, preparatory, and musical departments, the former with classical and scientific courses. Both sexes are admitted.

Northwestern Christian University, Irvington, (Christian,) admits both sexes to its classes. The colleges are of literature, science, business, and the Bible. There is a preparatory department.—(Catalogue, 1875–'76.)

Ridgeville College, Ridgeville, (Free Will Baptist,) offers to both sexes preparatory, classical, scientific, and practical courses. Both classical and scientific courses occupy four years, and the studies of the first two years are identical in both. A peculiarity of the classical course is that the study of languages is attended to later than is usually the case, the first part of the course being largely occupied with studies of a more practical nature and which will be found more useful in case the course be not

completed. Another point is that some of the studies in the departments of mental and moral philosophy and belles lettres, usually crowded into the senior year, are here placed throughout the course from the beginning of the freshman year.—(Catalogue, 1875–'76.)

Smithson College, Logansport, (Universalist,) offers equal privileges to both sexes in its classes and includes in its faculty three women. It claims to be non-sectarian, on the ground that students are permitted to attend the church of their choice. The courses of study are collegiate, preparatory, commercial, philosophical, and normal. The best instruction has been secured in music, painting, and drawing, which are taught as extras.—(College circular, received 1877.)

Union Christian College, Merom, (Christian,) includes in its curriculum academic, classical, scientific, normal, and music departments. The scientific course, as well as the classical, requires 4 years for its completion, its studies being the same as those of the classical, with Latin or French optional and Greek omitted.—(Catalogue, 1876.)

University of Notre Dame, Notre Dame, (Roman Catholic,) is exclusively for young men. Its departments are preparatory, collegiate, commercial, law, and fine arts. A partial course in medicine is provided. The collegiate department embraces classical and scientific courses, the latter requiring for its completion only 3 years. The university is well prepared to give instruction in art. The famous painter Gregori, of Rome, has been engaged to give instruction in oil painting. There are 5 professors of music, an orchestra of 15 pieces, and a brass band of 25 instruments.—(Catalogue, 1874–'75.)

Wabash College, Crawfordsville, (Presbyterian,) is, apparently, only for young men. There are preparatory, collegiate, and English mercantile courses. By an agreement between the legislature of Indiana and the trustees of the college, each county receives a free scholarship for 5 years. There are several other scholarships to aid young men who need help.—(Catalogue, 1875–'76.) Edwin J. Peck, of Indianapolis, lately deceased, has given to this college $15,000 for a library, $50,000 as a permanent endowment fund, $20,000 in trust for the professorship of chemistry, $15,000 for that of natural philosophy and astronomy, and $18,000 to be used in erecting suitable buildings for these departments, making a total of $118,000.—(The Wabash, November, 1876, p. 11.)

The Educational Weekly, of April 26, 1877, states that "De Pauw College, of New Albany, graduates 8 students this year." No further information from this college is at hand.

Statistics of universities and colleges, 1876.

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	7	....	76	63	$20,000	.....	.....	$2,000	.....	.....	150
Concordia College	8	....	*a*225	.....	150,000	$0	$0	250	$0	$0	*b*5,800
Earlham College	10	0	85	48	110,300	55,000	5,200	9,300	0	0	*b*3,897
Fort Wayne College*	8	0	*a*95	17	75,000	0	0	2,000	0	0	600
Franklin College	4	....	38	15	43,000	60,000	3,000	2,900	.....	.....	*b*2,500
Hanover College	11	....	61	74	.....	.....	.....	.....	.....	.....	*b*7,400
Hartsville University	6	1	83	56	20,000	15,000	1,300	735	.....	18,600	800
Indiana Asbury University.	17	....	200	364	200,000	170,000	12,000	*c*4,500	0	.....	*b*11,000
Indiana University	15	....	189	134	100,000	120,412	8,000	1,112	23,000	.....	6,000
Moore's Hill College	5	....	85	26	30,000	18,000	1,500	2,000	.....	.....	1,500
Northwestern Christian University.	12	4	70	84	300,000	300,000	18,000	0	0	0	*b*7,000
Ridgeville College	5	0	90	20	25,000	13,000	780	300	0	13,000	200
St. Bonaventure's College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Meinrad's College	9	....	16	38	10,000	.....	.....	.....	.....	.....	*6,000
Smithson College	8	....	42	20	100,000	.....	.....	1,225	.....	.....	500
Union Christian College	9	....	93	53	50,000	80,000	4,800	500	0	1,000	585
University of Notre Dame du Lac.*	27	....	200	200	.....	.....	.....	.....	0	.....	*b*20,000
Wabash College	12	....	116	104	.....	.....	.....	.....	.....	.....	*b*17,000

* From Report of Commissioner of Education for 1875.

a Students unclassified. *b* Includes society libraries. *c* From contingent fees.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

PURDUE UNIVERSITY.

This institution, located at La Fayette, is a school of science, as applied to the practical industries of life, including architecture, mining, civil engineering, agriculture, &c. It is under the control of a board of 6 trustees, appointed by the governor for 3 years, 2 of them being nominated by the State board of agriculture and 1 by the State board of horticulture. The institution has property valued at $250,000, and an endowment of $380,000, yielding an annual income of $20,000.

Purdue University as reorganized embraces three departments, the university academy, the college of general science, and special schools of science and technology. The academy has the twofold object of preparing students for admission to the college of general science and of providing elementary instruction in the sciences for those who cannot take a more extended course. The college of general science aims to give a thorough scientific education as a general preparation for industrial pursuits and as an adequate preparation for the special courses in applied science. The special schools which the university is at present prepared to organize are those of agriculture, horticulture, civil engineering, industrial design, physics and mechanics, chemistry, and natural history.—(State report, pp. 109, 128, 129.)

THEOLOGY.

St. Meinrad's Theological Seminary, St. Meinrad, (Roman Catholic,) has a course of study requiring 4 years for its completion, grounds and buildings valued at the sum of $100,000, and a library of 7,000 volumes.—(Return, 1877.)

There are also either theological departments or Bible classes in Bedford College, (Christian,) Hartsville College, (United Brethren,) Indiana Asbury University, (Methodist,) and Northwestern Christian University, (Christian.)

LAW.

The *law department of the State University* has a course of instruction requiring 2 years for its completion, given by means of text books, lectures, and moot courts. Tuition is free in this as well as in all other departments of the university. Students are allowed to attend the recitations and lectures of the collegiate department.—(University catalogue, 1875–'76.)

The *law department of the University of Notre Dame* also offers a 2 years' course of instruction, embracing chiefly ethics, political economy, constitutional and international law, municipal law, law of contracts, equity jurisprudence, criminal law, evidence, pleading, and practice. Students who may not have previously obtained a classical training will have the opportunity to supply this deficiency without extra charge.—(Catalogue, 1874–'75.)

MEDICINE.

At the *Indiana Medical College*, Indianapolis, a course of study is furnished requiring 3 years for its completion. This college has broken off the relationship heretofore existing with the State University, and tuition is no longer free. The college building is centrally situated, convenient and complete in all its appointments, well lighted and well ventilated, and will accommodate over 200 students.—(Catalogue, 1876–'77.)

Medical College, Evansville, also requires a course of 3 years for graduation. Among the advantages enumerated here are the abundant supply and cheapness of anatomical material, extensive hospital and other clinics, a healthful location, and cheap living.—(Annual announcement, 1876–'77.)

College of Physicians and Surgeons, Indianapolis, organized in 1874, has a 2 years' course of study and an attendance of 72 students, of whom 19 have received a degree in letters or science.—(Return, 1877.)

Statistics of schools for scientific and professional instruction, 1876.

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	7	....	67	4	$239,695	$310,000	$20,313	(*a*)	1,050
Rose Polytechnic Institute *b*	....	....	....	....	.....	186,000	.....	.....	.....
SCHOOL OF THEOLOGY.									
St. Meinrad's Theological Seminary	6	....	26	4	100,000	.....	.....	.....	7,000
SCHOOL OF LAW.									
Indiana University, (law department)	2	....	40	2	.....	.....	.....	.....	700
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons	9	....	72	2	4,000	0	0	$3,000	0
Indiana Medical College	15	....	125	2	.....	.....	.....	.....	.....
Medical College of Evansville	12	....	25	3	*c*1,000	.....	.....	1,500	.....

a $11,000 from State appropriation. *b* Not yet fully organized. *c* Value of apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Indiana Institute for the Deaf and Dumb was established by an act of the general assembly in 1844. Large and commodious buildings have been erected, costing not far from $225,000. The annual State appropriation for the institution is about $45,000. The attendance of pupils ranges from 200 to 300 each year. This is an institution of learning, and not an asylum, and all the facilities of the institution have been devoted with marked success to the intellectual improvement of inmates.—(The Schools of Indiana, pp. 170, 171.)

EDUCATION OF THE BLIND.

The Indiana Institute for the Education of the Blind, at Indianapolis, was founded and opened in 1847. The present buildings were erected at a cost of about $100,000, and afford ample accommodations for a large class of pupils; every appliance that modern benevolence can suggest or skill contrive has been brought into requisition for the benefit of pupils. There are two departments: (1) the school in which are taught, in addition to the elementary English branches, algebra, physical and descriptive geography, history, physiology, anatomy, botany, mental, moral, and natural philosophy, and vocal and instrumental music; and (2) the industrial school, where brooms, brushes, carpets, mats, chairs, and baskets are made by the males, while the females are engaged in making bed comforts, spreads, ticks, table covers, and wearing apparel, and in doing all kinds of bead and fancy work.

The entire number of pupils received since the beginning is 521, (283 males and 238 females.) The cost of maintaining the institution is only about $20,000 a year, while the amount of good accomplished in sending out young men and women well prepared to earn a competence is inestimable.—(The Schools of Indiana, pp. 171, 172.)

EDUCATION OF SOLDIERS' ORPHANS.

The Indiana Soldiers' Home, (established just after the close of the war for the care of disabled soldiers, afterwards taking in also sailors and the orphans of these and of soldiers,) is now devoted entirely to the care and education of the orphans. There are in the home 250 children between the ages of 6 and 15 years, who are provided for at the expense of the State and receive a good common school education.—(The Schools of Indiana, pp. 174, 175.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The Indiana State Teachers' Association was organized at Indianapolis, in December, 1854, on which occasion addresses were delivered by Horace Mann and other eminent educators. The enrolment was 178, representing 33 counties. Up to 1859 the sessions were biennial; after that, annual. The attendance has ranged from 40 to 482 members. The establishment of this association was the dawn of a new era in education in the State. Teachers were aroused and energized. All the advanced movements of the State were here discussed and encouraged, and in many cases directed by the association, not a few originating with it. Institutes, the normal school, the Journal, reform school, colored schools, superintendency in county, city, and State, taxation, school architecture, and almost all possible phases of professional work here received attention and some their chief impulse.—(The Schools of Indiana, pp. 118, 119.)

COUNTY TEACHERS' INSTITUTES.

The institute is an outgrowth of the association. It is professional and technical, while the association is discursive and legislative. The first institute held in the State is believed to have been the one held in Lagrange County in 1846 and presided over by Prof. Rufus Patch. It was attended by 30 members. This was the seed corn of institutes in Indiana, and Mr. Patch brought it from the East.

The Northern Indiana Teachers' Institute held its first session in 1849, about 125 teachers being in attendance. A permanent organization was effected in 1851. In 1853 the name of the organization was changed to the Northern Indiana and Southern Michigan Teachers' Institute. During the next ten years much valuable work was done by this and other voluntary associations of teachers. Among other efforts the State association of the years 1860 to 1864 appointed an institute committee for each congressional district, whose duty it was to hold an institute in each county in the district and report the result to the next session of the association. Until 1865 all this work was voluntary; there was no law requiring the holding of institutes, nor was money appropriated for the purpose. In 1865 a law was passed requiring one to be held in each county at least once a year, and making a small appropriation from the county treasury in aid of them. When attended by 20 teachers, or persons preparing to become such, each institute was allowed $35; when 40 were in attendance, $50 were given. This was the opening of the institute period in Indiana. The first year after the passage of the law 58 counties held institutes, with an aggregate attendance of 3,533. The result was in all parts of the State increased efficiency among teachers as well as a quickening of educational sentiment. They produced, in the opinion of the State superintendent of that period, Mr. Hoss, both larger and better results in proportion to cost than any other agency in the system.—(Schools of Indiana, pp. 120, 122.)

TOWNSHIP INSTITUTES.

Township institutes, like the county gatherings, were at first voluntary efforts. They were first held in 1866, and, continuing to grow in favor and strength, the legislature, in 1873, required them by law to be held at least one Saturday in each month during which the public schools are in progress.—(Schools of Indiana, pp. 122, 123.)

STATE INSTITUTES.

A State institute was first held in 1865, continuing three weeks, with an aggregate attendance of 131. During the three years following, four similar meetings were held in the four quarters of the State, the attendance aggregating 1,469 teachers. The institutes were under the management of a State central committee, appointed by the State Teachers' Association. In 1873 the State board of education held institutes similar to the above.—(Schools of Indiana, p. 123.)

COLLEGIATE ASSOCIATION.

In response to a circular sent them by State Superintendent Hoss, the various college faculties of the State met in conjunction with the State Teachers' Association in 1867 and organized a collegiate association, electing Dr. Cyrus Nutt, of the State university, president. The association held annual meetings from that time until December, 1874, but it never accomplished the work contemplated in its organization, for the reason that college faculties never engaged with any heartiness in its plans. It was, therefore, in 1874, merged in the general association.—(The Schools of Indiana, pp. 119, 120.)

OBITUARY RECORD.

HON. JOHN PURDUE.

John Purdue, benefactor of Purdue University, was born in Pennsylvania, in 1804. At an early age he moved to Ohio, and for several years spent his winters in teaching.

He then removed to Lafayette, Indiana, to engage in trade, and for nearly forty years was connected with important business enterprises in that thriving city. He soon amassed a large fortune and was honored with the appointment of county judge.

When the question of the erection of the State agricultural college, endowed by Congress, was before the general assembly of Indiana, Judge Purdue offered to give $150,000, to be paid in ten equal annual instalments, and to secure the donation of 100 acres of suitable land, on condition that the institution should be located at Lafayette and bear the title of Purdue University. This proposition being accepted, the college was opened under that name in September, 1874. Judge Purdue was connected with it first as trustee and next as advisory trustee until his death, which occurred September 14, 1876, the first day of the third college year, and the first under the administration of President White. He visited the college in the morning of that day, expressing much gratification at the large increase of the number of students; then, returning to his home, died suddenly, probably of heart disease. He was never married, and left no will, but has built himself an ample monument in the institution which bears his name.—(Paper by President E. E. White.)

PROF. THOMAS OLCOTT.

This gentleman, one of the veteran teachers of the State, died suddenly at his home in North Vernon, on the 19th of September, 1876, aged 52. Born in the State in 1824, he made the most of slender early advantages, began to teach at the age of 18, followed the profession for 34 years, rose from district and private schools to a professorship in Moore's Hill College and the principalship of several important city schools, and ever made teaching the delight of his life.—(Indiana School Journal, October, 1876, p. 482.)

PROF. HERBERT E. COPELAND.

Born at Stony Creek, Mich., May 7, 1849, this brilliant youth prepared for college in the high school at Ypsilanti, and in 1868 entered the University of Wisconsin. He here received from Professor Chadbourne a bent in the direction of natural history and botany, and thenceforth gave his mind largely to these studies. Drawn in 1870 to Cornell University by the advantages for scientific study offered there, he graduated with high honor in 1872 and took charge of Ravenswood Academy, near Chicago. He went thence to the State Normal School of Wisconsin, at Whitewater, as professor of natural history in 1873, resigned in 1875 to take charge of the same work in the schools of Indianapolis, and continued there till his death, December 12, 1876. He discovered one of the most beautiful of our river fishes, published many interesting papers on his favorite sciences, and incurred his death at last in his eager pursuit of these.—(Indiana School Journal, January, 1877, pp. 38-40.)

LIST OF SCHOOL OFFICIALS IN INDIANA.

Hon. JAMES H. SMART, *State superintendent of public instruction, ex officio president.*

[Second term, 1877–'79.]

STATE BOARD OF EDUCATION.

Members.	Post-office.
His excellency James D. Williams, governor	Indianapolis.
Hon. James H. Smart, State superintendent of public instruction	Indianapolis.
Rev. Lemuel Moss, D. D., president of State University	Bloomington.
Hon. Emerson E. White, president of Purdue University	Lafayette.
William A. Jones, president of State Normal School	Terre Haute.
George P. Brown, superintendent of Indianapolis public schools	Indianapolis.
John M. Bloss, superintendent of Evansville public schools	Evansville.
John S. Irwin, superintendent of Fort Wayne public schools	Fort Wayne.

COUNTY SUPERINTENDENTS.

[Term expires June, 1877.]

County.	Superintendent.	Post-office.
Adams	William M. Walters	Decatur.
Allen	Jeremiah Hillegass	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	B. F. Heaton	Fowler.
Blackford	J. H. McEldowney	Hartford City.
Boone	D. H. Heckathorn	Jamestown.
Brown	John M. McGee	Nashville.
Carroll	Thomas H. Britton	Burlington.
Cass	Harry G. Wilson	Logansport.
Clark	A. C. Goodwin	Charlestown.
Clay	Allen R. Julian	Martz.
Clinton	Harrison Kohler	Frankfort.

List of school officials in Indiana — Continued.

County.	Superintendent.	Post-office.
Crawford	J. W. C. Springstun	Fredonia.
Daviess	Edward C. Trimble	Washington.
Dearborn	Harvey B. Hill	Aurora.
Decatur	James L. Carr	Adams.
DeKalb	James A. Barns	Waterloo.
Delaware	O. M. Todd	Muncie.
Dubois	E. R. Brundick	Huntingburgh.
Elkhart	David Moury	Goshen.
Fayette	J. S. Gamble	Connersville.
Floyd	Isaac Miller	Greenville.
Fountain	W. S. Moffett	Covington.
Franklin	C. R. Cory	Brookville.
Fulton	Enoch Myers	Kewanna.
Gibson	W. T. Stilwell	Fort Branch.
Grant	Thomas D. Sharp	Marion.
Green	Samuel W. Axtell	Bloomfield.
Hamilton	A. P. Howe	Westfield.
Hancock	W. P. Smith	Greenfield.
Harrison	Daniel F. Lemmon	Corydon.
Hendricks	James A. C. Dobson	Brownsburgh.
Henry	George W. Hufford	Spiceland.
Howard	Milton Garrigus	Kokomo.
Huntington	F. M. Huff	Warren.
Jackson	A. J. McCune	Medora.
Jasper	J. H. Snoddy	Remington.
Jay	Simeon K. Bell	Portland.
Jefferson	George C. Monroe	Saluda.
Jennings	John Carney	Vernon.
Johnson	John H. Martin	Franklin.
Knox	Elisha B. Milam	Vincennes.
Kosciusko	W. L. Matthews	Warsaw.
Lagrange	S. D. Crane	Lagrange.
Lake	James M. McAfee	Crown Point.
Laporte	W. A. Hosmer	Laporte.
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. Overton	Crawfordsville.
Morgan	R. V. Marshall	Martinsville.
Newton	David S. Pence	Kentland.
Noble	Henry G. Zimmerman	Ligonier.
Ohio	John H. Pate	Rising Sun.
Orange	James L. Noblitt	Chambersburg.
Owen	William R. Williams	Patricksburg.
Parke	Oliver Bulion	Bellmore.
Perry	Theo. Courcier	Mount Pleasant.
Pike	T. C. Milburn	Winslow.
Porter	J. McFetrich	Valparaiso.
Posey	James B. Campbell	Mount Vernon.
Pulaski	R. L. Marshman	Winamac.
Putnam	L. A. Stockwell	Cloverdale.
Randolph	Daniel Lesley	Union City.
Ripley	Samuel B. Daubenheyer	Titusville.
Rush	A. E. Thompson	Rushville.
Scott	Allen H. Whitset	Jefferson County.
Shelby	Squire L. Major	Shelbyville.
Spencer	John Wyttenbach	Rockport.
Starke	Oliver Musselman	Knox.
St. Joseph	F. A. Norton	Mishawaka.
Steuben	Cyrus Cline	Angola.
Sullivan	James A. Marlow	Sullivan.
Switzerland	Robert S. Northcott	Vevay.
Tippecanoe	W. H. Caulkins	Lafayette.
Tipton	B. M. Blount	Tipton.
Union	L. M. Crist	Liberty.
Vanderburgh	Frank P. Conn	Evansville.
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. Macpherson	Richmond.
Wells	S. S. Roth	Bluffton.
White	William Irelan	Burnett's Creek.
Whitley	Alex. J. Douglass	Columbia City.

IOWA.

STATISTICAL SUMMARY.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (5–21)	533,903	553,920	20,017	.....
Number under 6, (estimated)	66,740	69,334	2,594	.....
Number over 16, (estimated)	125,450	130,112	4,662	.....
Number between 6 and 16, (estimated)	341,713	354,424	12,711	.....
Number enrolled in public schools	384,012	398,825	14,813	.....
Number in average attendance	225,415	229,315	3,900	.....
TEACHERS AND TEACHERS' PAY.				
Number of male teachers	6,500	6,830	330	.....
Number of female teachers	11,645	12,222	577	.....
Whole number in public schools	18,145	19,052	907	.....
Average monthly pay of males	$36 68	$47 27	$10 59	.....
Average monthly pay of females	28 34	28 09	.....	$0 25
SCHOOLS AND SCHOOL-HOUSES.				
Ungraded public schools	9,203	.....	.....	.....
Graded schools	407	.....	.....	.....
Private schools	131	.....	.....	.....
School-houses	9,528	.....	.....	.....
Value of sites, buildings, and other property.	$8,617,956	$9,516,725	$898,769	.....
INCOME AND EXPENDITURE.				
Receipts.				
From local taxes	4,226,976	4,605,540	378,564	.....
From permanent fund and rents	318,997	268,520	.....	$50,477
From other sources	489,525	513,464	23,939	.....
Total receipts	5,035,498	5,387,524	352,026	.....
Expenditures.				
For sites, buildings, and furniture	1,087,983	891,945	.....	196,038
For libraries and apparatus	26,701	35,545	8,844	.....
For salaries of superintendents and teachers.	2,598,440	2,784,099	185,659	.....
For fuel, light, rent, and repairs	892,625	576,993	.....	315,632
Total expenditure	4,605,749	4,288,582	.....	317,167
EXPENDITURE PER CAPITA—				
Of school population	6 75	6 06	.....	69
Of pupils enrolled	9 38	8 42	.....	96
Of average attendance	15 99	14 65	.....	1 34
Of children between 6 and 16	10 53	9 48	.....	1 05

(From report of State Superintendent Abernethy for 1874 and 1875, with returns made by him and by State Superintendent C. W. Von Coelln for 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

In the last report of State Superintendent Alonzo Abernethy, for the years 1873–'74 and 1874–'75, an account is given of the progress of the State school system from its beginning to the date of the report. From this, in great part, is condensed the following abstract of the history, with such assistance from successive State reports as could be had.

LEGISLATION TOUCHING THE GENERAL SYSTEM.

The ordinance of 1787 determined for Iowa, as for other States formed from new territory of the Government, that, "knowledge being necessary to good government, schools and the means of education should be forever encouraged." Accordingly, its first legislative assembly, while it was yet a Territory, enacted, January 1, 1839, a law providing for the formation of school districts, the establishment of schools, and the levying of taxes for support of them. The schools provided for were to be "open and free for every class of white citizens between the ages of 5 and 21," and were to be maintained for at least three months each year. The districts formed under this law were to be governed each by a board of three trustees, whose duties were to examine and employ teachers, superintend the schools, and collect and disburse the taxes levied for their maintenance. The territory for which this incipient school system was designed (embracing not only what is now called Iowa, but also what has since become the State of Minnesota) stretched over a space of 138,576 square miles, and had, throughout this whole vast region, larger than Great Britain and Ireland both, only 7,500 white persons of school age. The difficulty of making any school law bear effectively on so dispersed and sparse a population may be readily perceived. Yet, the next year, when the census marshals were around, collecting statistics for the Government of the United States, they found 63 primary and common schools with 1,500 scholars, besides an academy with 25.

In January, 1841, with a view to further improvement of the schools, a territorial superintendent of instruction was provided for, to be appointed by the governor and to hold office for three years, receiving $250 annual salary. The gentleman appointed to the place reported in December an increasing interest in schools and the school law; but his office was so greatly in advance of the region and the time that it was abolished in little more than a year after its origination, and district inspectors were directed to report annually to the clerk of the county commissioners the condition of the schools. This proved a death blow to the publication of school statistics.

The superintendent had argued earnestly for a system of education that should be public, not in name only, but in the full sense of the word; one that should make the schools free the year round to every child. But so little were his counsels heeded that, by a later territorial enactment, the date of which is not at hand, the rule that the schools should be *free* was altered, and rate bills on parents sending to them were allowed to be assessed when the funds obtained from taxes were insufficient to maintain the school for a three-months' term or more.

In 1846 Iowa came into the Union as a State shorn of almost half her dimensions as a Territory, but with a population of 100,000, of whom 20,000 were of school age, in about 400 organized school districts. The constitution under which she was admitted required the general assembly to provide for a system of schools, by which a school should be sustained in each school district at least three months in every year; for the election, by the people, of a superintendent of public instruction, to hold office for three years; and for the encouragement, by all suitable means, of intellectual, scientific, and agricultural improvement. Under this constitution four successive State superintendents were elected, and the number of school districts and of schools connected with them rapidly increased, reaching 1,000 in 1849; the next year, 1,200; and at the end of six succeeding years, 3,265. By that time the inconveniences and disadvantages of these minute subdivisions of the State began to be perceived and urged by the best educators, and, heeding this, the general assembly passed, March 12, 1858, a revised school law. This made each township a school district and each district already organized a subdistrict, and provided that each incorporated town or city of not less than 1,000 inhabitants, with so much territory as might be annexed for school purposes, should be a separate school district. This law took effect within eight days, and at once reduced the number of districts from about 3,500 to 900, the former number, however, remaining as subdistricts.

By the same law a county superintendency was created, and by a happy balancing of accounts it was found the next year that the reduction in the number of school districts had saved, in the item of compensation to district officers, more than enough to pay the salaries of the county superintendents.

By a new State constitution, adopted in September, 1857, provision had been made for a State board of education, to have general charge of the school system, with power to make all needful laws and regulations in respect to common schools, except such as

looked to the levying of taxes and making appropriations of money. The board was to consist of the governor, lieutenant-governor, and one member from each judicial district in the State; the lieutenant-governor being president. Its members were elected October 12, 1858. At its first session, in December of that year, it exercised in full the powers committed to it, enacting laws for a system of common schools; for the government of the State university; for the abolition of the office of State superintendent of instruction and the election of a secretary to itself, who should perform the duties of superintendent; for the creation of separate school districts in towns and cities, and for the retention of the reading of the Bible in the schools. At its second session, in December, 1859, amendments were made to some of the laws enacted at the previous meeting, and acts were passed providing for appeals and for encouragement of teachers' institutes. At its third session, besides further amendments to preceding acts, it passed new ones creating a State board of examiners and authorizing the teaching of German in any school district on the vote of the electors in favor of it. This was the last act of the board, the general assembly having, by an act passed March 31, 1862, deferred to June, 1864, the time for its next meeting, and, in the early spring of that year, voted it out of existence, in accordance with a clause in the constitution permitting such action after 1863. The objection to it seemed to be its large legislative powers and action.

On the same date with the abolition of the board the office of State superintendent was re-created, and has been continued to the present time.

LEGISLATION TOUCHING PORTIONS OF THE SYSTEM.

As early as 1848 the subject of graded schools received attention. Superintendent Benton, in his report of that year, recommended the creation of different departments in which the several grades of studies should be pursued, and in a new school law adopted January, 1849, permission was given to the electors in the districts to determine at their annual meetings whether schools above the primary grade should be established. The law of March 12, 1858, contained substantially the same provision, and in the amendment of this law by the board of education in December of that year, the following wording, which is still continued, was adopted: "The board of directors may establish graded or union schools wherever they may be necessary." But, large as was the liberty thus given, the formation of such schools proceeded slowly. During the almost twenty years from the passage of the law authorizing union schools to the collection of the first statistics regarding them, in October, 1868, only 212 had been established. In 1871 there were 289; and in 1875 appear 407. Most of the villages and larger towns now have them, and all schools in which more than one teacher is employed are graded.

The same wave of progress which brought the graded school system on its crest brought permission for county high schools also. Superintendent Fisher, in his report for 1857, had recommended the establishment of these as a means of training teachers for the lower schools, as well as for the usual secondary training. In the law of March 12, 1858, the recommendation bore its fruit, a provision being embodied allowing the board of presidents of school districts in any county to determine whether such a school should be established, and, if it were thought best to do so, requiring the board to elect 9 persons, who, with the county superintendent, should constitute a board of high school trustees, with power to lease or erect a building, provide books and apparatus, prescribe studies, engage teachers, and draw from the county treasury $3,000 annually for six years, and afterward $1,000 annually, for the purpose of establishing and maintaining the school. One such school was at once established under the law; but the plan appears to have been too far in advance of public sentiment and to have threatened too heavy a draught upon the public purse to meet with general favor; and at the revision of the law by the board of education in December of the same year, the clauses relating to county high schools were omitted. The matter was revived, however, in 1870, and on April 30 of that year a bill providing that any county with a population of 2,000 or more might establish a county high school for the purposes above indicated became a law. With slight modification it still remains such, but only one county is known to have availed itself of it.

By act of the State board of education, December 20, 1861, a State board of examiners was created for the examination of school teachers who desired a license to teach in any of the public schools throughout the State, without further proof of their qualifications, such licenses to be perpetual unless revoked for cause. The board, consisting of the faculty of the State University, with the professor of the normal department as chairman, held annual examinations from June, 1862, till 1873, when it was legally relieved from further duty. During its existence it granted State certificates to 9 out of 17 applicants, besides graduates of the normal department of the university and a few persons holding first grade State certificates from other States.

ADMINISTRATION OF THE SYSTEM.

As respects the State at large, the school system has been administered by the following persons, besides Dr. William Reynolds, who served as territorial superintendent from January, 1841, to February 17, 1842, when the office was abolished:

Under the first State constitution, as State superintendents of public instruction, came in succession (1) James Harlan, from April, 1847, to April, 1848, he then retiring because of a decision that the law creating the superintendency had not taken full effect at the time of his election; (2) Thomas H. Benton, jr., from May 23, 1848, to June 7, 1854, two successive terms of three years, and until his successor was chosen and qualified; (3) James D. Eads, from June 7, 1854, to March 3, 1857, when he was suspended from office for mismanagement of school funds; (4) Joseph C. Stone, by appointment to fill the remaining month of Mr. Eads's term, and to attend to duty till his successor was chosen and qualified, March 3, 1857, to June 9 of the same year; (5) Maturin L. Fisher, from June 9, 1857, to the abolition of the State superintendency by act of the State board of education in December, 1858.

Under the second State constitution came as secretaries or acting secretaries of the State board of education, serving as State superintendents, (1) Thomas H. Benton, jr., former superintendent, secretary from January 14, 1859, to some period in 1863, when he went into the war at the South as colonel of the Twenty-ninth Iowa Infantry; (2) H. A. Wiltse, acting secretary for a portion of the year 1863; (3) Oran Faville, ex-lieutenant governor, acting secretary till the close of 1863, and then secretary till March 23, 1864, when the board of education was abolished.

Under the same constitution, as State superintendents, were (1) Oran Faville, by election of the general assembly, from March 28, 1864, to January 1, 1866; then, by election of the people, to March 1, 1867, when he was compelled by sickness to resign. (2) D. Franklin Wells, by appointment of the governor, from March 9, 1867, to January 1, 1868, the remaining portion of Governor Faville's term; then, by election of the people till his death, November 24, 1868. (3) Abraham S. Kissell, by appointment of the governor, from January 28, 1869, to the close of Mr. Wells's term, with a second term by election of the people, from January 1, 1870, to January 1, 1872. (4) Alonzo Abernethy, by election of the people, for three successive terms, from January 1, 1872, to the autumn of 1876, resigning in the midst of his third term to take the presidency of the University of Chicago, Ill.* (5) C. W. Von Coelln, the present incumbent, first by appointment and afterward by election, for the remainder of Colonel Abernethy's term. Eleven different persons have thus held the office, and three of them for three separate times.

As respects minor divisions of the State, there has been in the counties supervision by county superintendents since April, 1858, the superintendents being elected biennially by the people. Under a law enacted by the general assembly March 12, 1858, the duties of these officers were to examine and license teachers, to visit and inspect schools, to examine plans for new school buildings and modify the same when necessary, to hold meetings of the presidents of school districts, and to make annual report to the State superintendent. Under a modification of this law passed December 24, 1859, by the board of education, these superintendents were relieved of the duty of visiting and inspecting schools; but this was again imposed by act of the general assembly, April 1, 1864, and continues to the present time, the visits being required to be at least once in each term to each State school in the county and to cover at least half a day each time. In the districts the supervision has been and is by boards of directors, who, with a general management of the schools of their respective districts, have it as their duty to visit these at their discretion, aiding the teachers in the enforcement of due discipline and seeing that they make correct reports.

ELEMENTARY INSTRUCTION.

THE PUBLIC SCHOOLS.

The report of the State superintendent in Iowa is presented at the biennial sessions of the legislature, and the next session being set for January, 1878, no full account of school affairs for 1875–'76 and 1876–'77 can be expected till that time. The statistical summary at the head of this abstract contains, therefore, the total information available for 1875–'76 in relation to public schools, except what comes meanwhile from city school boards.

KINDERGARTEN.

A Kindergarten school at Cedar Rapids is reported by its principal, Miss J. E. Shelton, to have been organized in 1876, and to have secured an attendance of 50 children,

* The Common School, published at Davenport, Iowa, says in its issue for August, 1876: "Mr. Abernethy's administration has been one of the most successful in the history of public instruction in the State. Progress, animating and salutary, has taken place. Measures have been adopted and securely put in practice, normal institutes and the State normal school at Cedar Falls, for examples, which must reflect great credit on the officer under whose superintendence they were enacted. These measures, of course, did not all originate with Mr. Abernethy; but he is especially to be commended for his prudence and tact in securing the requisite legislation on the part of the general assembly. And it was his persuasive, gentlemanly manners, always supported by a convincing honesty of purpose, which chiefly characterized his management as superintendent, while his legal opinions and decisions on questions submitted to him on all matters relating to school management were generally regarded as correct and just."

taught by the principal and 3 assistants. Pupils are admitted from 3 to 8 years of age and are kept at their occupations 3 hours daily. A marked development in respect to perception, comparison, judgment, and memory is reported as resulting from the first year's training. The muscles of the arms and hands are also said to be strengthened by the exercises and made more ready servants of the will.—(Return to Bureau of Education for 1876.)

CITY SCHOOL SYSTEMS.

CHARITON.

Officers.—A board of directors of 6 members holding office 3 years, 2 going out each year, and a city superintendent of schools, who is also principal.

Statistics.—Enrolment in public schools during the year 1875–'76: girls, 354; boys, 322; total, 676. Average enrolment per month, 496; percentage of attendance for the year, 91; percentage of punctuality, 99.2.

Remarks.—The schools are graded as primary, intermediate, grammar, and high, the last including in its course of 3 years the higher English branches and Latin. There were 71 pupils in attendance during the year, under 2 teachers.—(Manual of Public Schools, 1875–'76.)

DAVENPORT.

Officers.—A board of directors of 6 members holding office 3 years, 2 going out each year, and a city superintendent elected by the board.

Statistics.—Population of city, 24,000; children of school age, 5–21, (census of 1875,) 8,280; enrolment in schools, 4,284; average number belonging, 3,233; average attendance, 2,924. School buildings, 11; school rooms, 77; sittings, 4,056. Teachers of English branches, 77; of German, 12; of penmanship, 2; of drawing, 1. Pay of teachers, $300 to $1,500.

Remarks.—The schools are graded into primary, intermediate, grammar, and high, the latter school having a normal department, from which there were 10 graduates during the year, while in the classical and scientific courses, out of an enrolment of 211, there were graduated 18. The grammar schools during the year sent to the high school 112 pupils, a gain of 29 over last year.

The course in drawing has received special attention, resulting in marked improvement in some departments. The work in penmanship has been improved by it and is in good condition, while the instruction in German is said to be no longer an experiment but a success.—(Annual report of independent school district of Davenport, 1875–'76.)

WEST DES MOINES.

Officers.—A board of education of 6 members, who hold office 3 years, one-third being changed each year. Its officers are a president, secretary, treasurer, and city superintendent of instruction.

Statistics.—The population of the West Side is nearly 12,000. Children between 5 and 21 years of age, (in 1875,) 3,191. Pupils enrolled in public schools in 1875, 1,831; in 1876, 1,924. Average daily attendance in 1875, 1,097; in 1876, 1,245. Average of pupils to a teacher, 57 in 1875, 53 in 1876. Schools, 29; seats for pupils, 1,955. Teachers: men, 3; women, 29; total, 32. Cost of tuition per capita on number enrolled, $11.42; on enumeration, $6.88.

Remarks.—The schools are graded as primary, grammar, and high, each grade occupying 4 years. Music and drawing are taught throughout the course. In the high school there was an enrolment of 124 pupils, of whom 54 were boys and 70 girls, and 15 graduates in the summer of 1876, of whom 8 were girls and 7 boys. The course includes Latin. The year 1875–'76 was a prosperous one for the schools; the teachers labored with renewed interest and the attendance has fully kept pace with the rapid increase of population.—(Report of West Des Moines public schools, 1875–'76, J. H. Thompson, esq., superintendent.)

OTHER CITIES.

For the statistics of the school systems of other cities of the State see their returns in Table II of the appendix of this volume.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The Iowa State Normal School, at Cedar Falls, was organized in 1876, and had an enrolment during that year, in its normal department, of 96 students—27 men and 69 women—and in other studies of 10, making altogether 106 pupils. There are 3 courses of study, an elementary course, requiring 2 years; a scientific course, embracing 2 additional years; and a 2 years' course in languages, which is elective, and may take the place of the scientific course. Tuition is free in the normal department.—(Circular and return, 1877.)

Eastern Iowa Normal School, Grandview, was organized in 1874 by a corporation under State authority, but the State exercises no control over it and gives it no support. The annual charge for tuition is $28 without the classics and $34 with them. There are normal, scientific, and business courses of study, the first requiring 4 years for completion. Number of students in normal department in 1877: men, 47; women, 59; total, 106.—(Catalogue, 1875-'76, and return, 1877.)

The State University has an optional course in didactics for such academical seniors as propose to engage in teaching, and for such special students as may be prepared for it.

The normal department of Whittier College, Salem, has for its object the preparation of young men and women for teaching successfully in high schools and academies. There were 77 pupils in attendance.—(Catalogue, 1875-'76.)

Normal departments also exist in connection with Algona, Amity, Iowa, Cornell, Oskaloosa, and Tabor Colleges.

Normal institutes, for the specific preparation of those who desire to teach in the public schools and for fuller training of those already teaching, are held in each county by the county superintendent with such assistance as may be necessary. The course of study presented for these institutes in a syllabus prepared by Superintendent Abernethy embraces a well digested series of important themes the consideration of which can hardly fail to be improving.

SCHOOL JOURNAL.

The Common School, a useful monthly, was continued during 1876, under the experienced editorship of Prof. W. E. Crosby, with able helpers, and did good service. It was merged in the beginning of 1877 in the New-England Journal of Education, and will be missed in Iowa and at the Bureau.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Although the law provides for the establishment of schools of this class, their existence has thus far been limited almost wholly to the cities and chief towns. In the absence of a State report for 1875-'76, we have official information of only 3 such, in Chariton, Davenport, and West Des Moines, the enrolment of pupils in the 3 reaching, for that year, 418. The course of study in Chariton covers 3 years; in the others, 4. Latin is included in the studies of all the 3. In Davenport there is a choice between it and German. In West Des Moines the committee on examinations says: "In geology, outlines are written on the board and rocks are inspected. Practical experiments are given daily in natural philosophy. In chemistry * * a portion of each day is spent in analyzing such substances as bone, soil, &c."—(Reports of board of education.)

The Osceola Sentinel of December 28, 1876, reports in the high school of that city an enrolment of 45 pupils, of whom 10 were in the senior class.

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 4 for girls, and 36 for both sexes, 41 in all, outside of the public school system, there have been reported to this Bureau 5,291 pupils, under 162 teachers. Of these 397 are in classical studies, 340 in modern languages, 224 preparing for a classical course in college and 125 for a scientific course. Drawing is taught in 15 of these schools, vocal music in 21, and instrumental music in the same number. Chemical laboratories are reported by 7, philosophical apparatus by 10, and libraries of 9 to 6,000 volumes by 16, the aggregate number of volumes in the 16 libraries being 10,336.—(Returns to Bureau of Education for 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Two preparatory schools, with 8 teachers and 17 pupils, report themselves for 1876. Of the pupils, 14 were preparing for a classical course in college and 3 for a scientific course. Both institutions have chemical and philosophical apparatus and libraries aggregating 7,707 volumes.

Seventeen preparatory departments of colleges report, for the same year, 35 teachers, with 2,348 pupils, of whom 265 were preparing for a classical and 261 for a scientific course.—(Returns to Bureau of Education.)

BUSINESS COLLEGES.

Eight of these institutions, with 22 teachers and 1,674 pupils, report their statistics for 1876, showing 2 pupils in phonography, 7 in telegraphy, but none in either German, French, or Spanish. Six of these schools teach common English and commercial correspondence; 7, penmanship; 7, book-keeping; 3, banking; 7, commercial law; 1, political economy; 1, life insurance; 1, phonography, and 3, telegraphy. Two have libraries, 1 of them containing 82 volumes, the other 250.—(Returns to Bureau of Education.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The university comprises four separate departments: academic, legal, medical, and civil engineering. The programme of study in the academical department covers a period of 6 years, including a preparatory course of 2 years and the usual collegiate curriculum of 4, in which there are 3 courses of study: classical, philosophical, and scientific. Students who do not wish to take a regular course may, under the direction of the faculty, select from these 3 such studies as they prefer. Provision is also made for special students who wish to pursue the single line of study taught by any professor. An optional course in didactics is offered to those academical seniors who intend to become teachers, or to any special students who may be qualified for it, the design being to prepare teachers for advanced schools. In the department of civil engineering the studies occupy 5 years, 1 of which is given to preparatory branches. In addition to a thorough training in mathematics and surveying, French, German, history, chemistry, and drawing are taught, the instruction in the latter branch embracing the fundamental principles of the science and their application to the various kinds of drawing included in the course.—(Catalogue, 1875–'76.)

OTHER COLLEGES.

Algona College, Algona, (Methodist Episcopal,) has classical, scientific, and business courses and courses for teachers and ladies. The scientific course, as well as the classical, requires four years for its completion. A specialty is made of normal work. The business course is 1 year in length. Superior facilities are furnished for the study of music, both vocal and instrumental. French, German, painting, and drawing are taught.—(Catalogue, 1875–'76.)

Amity College, College Springs, (non-sectarian,) offers preparatory, classical, and normal courses, the latter requiring two years for its completion. Both sexes are admitted.—(Catalogue, 1875–'77.)

Cornell College, Mount Vernon, (Methodist Episcopal,) admits both sexes and numbers among its faculty several women. Its courses of instruction are preparatory, classical, scientific, civil engineering, and normal. Superior facilities for obtaining a musical education are afforded; also for thorough instruction in free hand drawing, crayon, pastel, and painting in oil and water colors. Military drill and tactics are among the branches taught.—(Catalogue, 1875–'76.)

Humboldt College, Humboldt, (non-sectarian,) was organized in 1869 by the Humboldt College Association for the education of youth in literature, science, and enlightened Christian morality, without regard to sex, race, or religious sect. The courses of study appear to be preparatory, classical, and English.—(Catalogue, 1875–'76.)

Iowa Wesleyan University and German College, Mount Pleasant, (Methodist,) embraces five departments, viz: liberal arts, theology, law, pharmacy and anatomy, and technology. The department of the liberal arts embraces preparatory, classical, and scientific departments, the two last requiring four years for their completion. Both sexes are admitted. The German College, incorporated in 1873, is the theological institution of the German Methodists. It is independent of the university in finances and control, but intimately connected with it in instruction.—(Catalogue of Iowa Wesleyan University and German College, 1875–'76.)

Iowa College, Grinnell, (Congregational,) offers a regular collegiate course, with classical and scientific studies, a ladies', a normal, and a preparatory course. The scientific course has been extended to 4 years, and is now fully coördinate with the classical. Women are admitted to all the privileges of the institution, and can pursue any of the college courses, but as a majority of them do not do so a seminary course somewhat less extensive is established. Tuition is free in the collegiate department to those whose circumstances require it.—(Catalogue, 1876–'77.)

Oskaloosa College, Oskaloosa, (Christian,) has collegiate, preparatory, ladies', Bible, normal, and commercial departments. Women are admitted to all departments. Students are not allowed to substitute the modern for the ancient languages, but it has been arranged to let the French alternate with the Latin for a part of each week during the sophomore and junior years, and in like manner the German with the Greek. It is believed that this amount of time devoted to the German and French, after a good foundation has been laid in a knowledge of Greek and Latin, will give a better understanding of these modern languages than double the time spent on them without such previous preparation, and will not materially detract from proficiency in the ancient languages.—(Catalogue, 1875–'76.)

Parsons College, Fairfield, (Presbyterian,) embraces preparatory and collegiate departments, the latter with classical and scientific courses. The classical course extends over the usual 4 years and has the studies in its first two prescribed, while those of the junior and senior years are elective to some extent. The scientific course lasts only 3 years. The preparatory department embraces a normal course.—(Catalogue, 1875–'76.)

Simpson Centenary College, Indianola, (Methodist Episcopal,) has preparatory, collegiate, and law departments, the collegiate embracing classical, scientific, and special

courses. The scientific requires but 3 years for completion. There are several optional studies in both courses. Both sexes are admitted.—(Catalogue, 1875-'76.)

Tabor College, Tabor, (Congregational,) embraces collegiate, teachers', preparatory, and music departments. A thorough musical education is given here, the class or conservatory system being used. The regular teachers' course requires 2 years for completion.—(Catalogue, 1876-'77.)

Upper Iowa University, Fayette, (Methodist Episcopal,) includes collegiate, preparatory, English, commercial, music, and fine arts departments. The collegiate embraces classical and scientific departments, each requiring 4 years for completion. Women are admitted to all the classes and also to the faculty.—(Catalogue, 1875-'76.)

Western College, Western, (United Brethren,) has collegiate, preparatory, commercial, and ladies' departments, the former with classical and scientific courses, each requiring 4 years for completion.—(Catalogue, 1875-'76.)

Proposed affiliation of a college with the university.—The trustees of Griswold College, Davenport, meaning to reopen that institution in 1877, propose to the regents of the State university a plan whereby, on the graduation of students in arts and science in Griswold, the degree of A. B. or B. S. shall be conferred, on the terms established by the university professors, and after examinations, written or oral, conducted by the university faculty, or in accordance with instructions from them. Griswold would then sustain to the university the relation that the various colleges at Oxford or Cambridge, England, do to their respective universities. The proposition is evidently from the fruitful mind of Bishop Perry, and looks to a unification, much to be desired, of the whole collegiate education of the State; for, if one college thus conforms its standard to that of the university and receives degrees for its students from that source, the other colleges must soon come into the same plan.

Statistics of universities and colleges, 1876.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	No. of stud'ts.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings and apparatus.	Amount of productive funds.	Amount 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	4	...	*a*108	....	$10,000	$17,000	.....	$1,300	.....	.....	.....
Amity College	9	...	112	52	10,000	*b*20,000	$2,000	450	.....	.....	*c*600
Central University of Iowa	8	..	142	70	45,00	55,000	4,000	3,000	.....	.....	2,900
Cornell College	20	3	433	84	100,000	70,000	5,000	8,000	$0	$20,000	*c*5,500
German College	14	...	18	10	20,000	22,000	2,000	375	.....	.....	.....
Humboldt College	2	...	57	10	60,000	.....	.....	.....	.....	.....	1,500
Iowa College	15	...	80	58	.....	.....	.....	.....	.....	.....	*c*6,150
Iowa State University	21	0	223	107	250,000	220,000	22,000	.....	23,000	0	7,000
Iowa Wesleyan University	8	1	40	126	50,000	54,296	4,000	2,200	0	.....	*c*1,500
Norwegian Luther College	8	0	100	77	120,000	0	.....	400	0	0	3,150
Oskaloosa College	9	1	52	26	50,000	25,000	1,500	2,300	.....	.....	*c*1,350
Parsons College	7	0	52	23	26,000	25,000	2,300	1,195	.....	.....	738
Penn College*	9	..	200	38	40,000	15,000	1,450	4,600	.....	.....	*c*1,300
Simpson Centenary College	16	0	169	69	40,000	75,000	5,000	4,000	0	.....	*c*400
Tabor College	13	...	120	62	30,000	40,000	3,000	3,000	0	.....	3,700
University of Des Moines*	5	0	156	21	40,000	35,000	2,000	3,000	0	0	1,000
Upper Iowa University	9	1	175	30	50,000	15,000	1,000	3,500	.....	.....	*c*3,000
Western College	12	...	219	37	40,000	15,000	1,055	1,912	.....	11,500	*c*1,300

* From Report of Commissioner of Education for 1875.
a Students unclassified.
b Also $20,000 in land.
c Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL COLLEGE.

The courses of study offered here are agricultural, mechanical, engineering, civil engineering, normal, military, both tactics and engineering, and a course in general science for women. During the junior and senior years, students who wish to attain a high degree of proficiency in any branch of industrial science or art are permitted to devote special attention to that branch, omitting other specified studies. Two kinds of manual labor are required of students, viz, uninstructive labor, which is paid for at the rate of from 4 to 9 cents an hour, and instructive labor, the compensation for which is the instruction given and the skill acquired. The theoretical study of agriculture proper occupies 2 years. Instruction in agricultural chemistry, analysis of soils, rotation of crops, care of domestic animals, etc., is given during the junior and senior years. The department of civil engineering embraces the study and practice of land surveying, in

the class room and in the field, the various methods of laying out railway curves, putting in switches and side tracks and setting slope stakes, the construction of railways, canals, water works, &c., with the higher problems of engineering, such as the stability and strength of arches, suspension bridges, etc. The department of mechanical engineering is intended to instruct men who will be skilful in inventing, designing, constructing, or managing machinery in any of the industrial pursuits. Domestic economy is taught to the young women by lectures on house furnishing, ventilation, water supply, cooking, sewing, management of help, care of the sick, training of children, dress, etc.—(Statement of the college for 1876.)

THEOLOGY.

Instruction in theology is given in the German Theological School of the Northwest, at Dubuque, (Presbyterian,) in the German College connected with Iowa Wesleyan University, (Methodist,) in Oskaloosa College, (Christian,) and in Griswold College, (Protestant Episcopal.) These courses are usually of 3 years.

LAW.

Law departments exist in connection with the State University, which offers a course of 1 or of 2 years at the option of the student, and in Simpson Centenary College, where the course is completed in 1 year, students being received without examination.—(Catalogues, 1875–'76, and returns, 1877.)

MEDICINE.

The College of Physicians and Surgeons, at Keokuk, chartered in 1849, has given instruction to over 4,000 students and has graduated over 800. The college building is large, centrally located, and well adapted to its purpose. Its 2 lecture halls will each comfortably seat over 300 students. The course of instruction requires 3 years for completion.—(Circular and catalogue, 1876.)

The medical department of the State University also offers a three years' course of instruction, with special clinical advantages in the university hospital, located within two blocks of the university, and at which from 400 to 500 cases of disease are exhibited to students during one year. An abundant supply of dissecting material is afforded. Both sexes are admitted.—(Catalogue, 1875–'76, and return, 1877.)

A department of pharmacy and anatomy is connected with the Iowa Wesleyan University.—(Catalogue, 1876–'76.)

Statistics of schools for scientific and professional instruction, 1876.

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	16	....	302	4	$485,202	$500,000	$40,000	a$23,000	4,500
SCHOOLS OF THEOLOGY.									
Bible department of Oskaloosa College	2	1	6	2, 3	.....	25,000	1,500	.....	.....
German Presbyterian Theological School of the Northwest.	3	....	.....	7	25,000	20,000	.....	.....	1,116
Theological department of Griswold College.	4	3	3	3	200,000	52,410	4,550	.....	4,000
SCHOOLS OF LAW.									
Iowa College of Law, (Simpson Centenary College.)	5	....	20	1	.....	.....	.....	.....	.....
Law department Iowa State University.	9	....	91	1, 2	.....	.....	.....	3,300	1,860
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons.	10	....	175	3	75,000	.....	.....	11,000	.....
Medical department of Iowa State University.	10	....	80	3	.....	.....	.....	.....	450
School of Pharmacy of Iowa Wesleyan University.	....	....	.....	1	.....	.....	.....	.....	.....

a From State appropriation.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, at Council Bluffs, has, since its foundation in 1855, given instruction to 433 pupils, each remaining an average of more than 4 years at the institution. Number at present under instruction: males, 98; females, 83; total, 181. There is a library of 450 volumes. Cabinet work, dressmaking, and shoemaking are the employments taught.—(Annals of the Deaf and Dumb, January, 1876, and return, 1877.)

EDUCATION OF THE BLIND.

The Iowa College for the Blind, at Vinton, organized in 1853, has given instruction since its opening to 339 pupils and numbers at present 112. The employments taught are cane seating, broom and mattress making, work on sewing and knitting machines, and fancy work.—(Return, 1877.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This intelligent body held its meeting for 1876 at Grinnell on the 26th, 27th, and 28th of December. Besides a considerable attendance of the citizens, 176 members were present and enrolled, and the proceedings were of marked and decided interest. The president, Mr. C. P. Rogers, of Marshalltown, presented, in a very able opening address, a sketch of reforms to be considered, touching both the material and the working of the State school system, such as (1) A better union of the educational forces of the State through an educational congress composed of delegates from the various associations, and sitting long enough each summer to give full consideration to all matters brought before it; (2) a fuller recognition of high school instruction as a needful link between the lower schools and the university; (3) an improvement of the supervision of the whole school work by having county superintendents chosen for high qualifications, not for political reasons in the least, by the presidents of the several township boards, constituting a county board particularly for this end; (4) a reform in the methods of examining and certifying teachers through State and county boards of examination, with power to bestow on well qualified and fully proven teachers certificates that would hold for a considerable time. These proposed reforms were referred to committees, and, after a hearing of their reports, met with a substantial indorsement from the meeting, but, with wise caution, were referred to the next annual meeting for fuller debate and consideration of them before legislative action should be invoked.

More than one able paper on the unification of the State system, through high schools, linking all others with the university, fell in with the president's suggestions under the second head, and brought out a report from a committee that teachers' certificates should be graded according to the grade of schools, and that all who are to be teachers in high schools should be proven competent to prepare students for the university. A system similar to that of Michigan was evidently favored and was commended to the individual action of the members and to the consideration of the association of principals and city superintendents.

An admirable paper by Principal Young, of the Davenport high school, on "The responsibility of the school for the personal development and culture of its pupils," with others on "The school library," "The spelling reform," "The curse, cause, and cure of text book change," "Political science in the schools," and "The state and school," received and well rewarded the attention of the members, all being prepared with most conscientious care and some being marked by unusual ability. The meeting altogether was a memorable one, alike from the importance of the subjects treated and the power with which they were discussed.—(Published proceedings of the association.)

IOWA ASSOCIATION OF PRINCIPALS AND CITY SUPERINTENDENTS.

Of the proceedings of this association in the year past no information has reached the Bureau beyond the facts noted in the December number of The Common School. These were that at a meeting at Des Moines, in the summer of 1876, a constitution was adopted and some resolutions, one of which looked to a new and fuller arrangement of the statistics of school reports. This arrangement, as presented, is an improvement on the bare skeletons too often presented, but has the serious fault of not corresponding with the plan proposed by the committee of the National Educational Association.

OBITUARY RECORD.

REV. ORLANDO CLARKE.

This gentleman, late principal of the Iowa College for the Blind, was born November 6, 1825, at Geneva, Jennings County, Indiana. His parents died when he was a small child. At the age of 17 he entered college at Hanover, Ind., intending to prepare himself for the legal profession. While there he accepted Christ as his Saviour, and chose the gospel ministry instead of the practice of law as his life work. After a further course at Hanover, he sought the advantages of the university at Bloomington, Ind., where he was graduated. His professional studies were then commenced at Princeton, N. J., and concluded at Yale College, New Haven, Conn.

He and his now widowed companion were married in 1856 in the Presbyterian church of Edinburgh, Ind., of which at the time he had charge as pastor.

They moved to Iowa in 1857, since which time he has endeared himself to several Congregational churches of the State as their able and affectionate pastor, and held a high place in the ministry of Iowa.

He took charge of the Iowa College for the Blind, at Iowa City, in 1862, about ten years after its establishment. He was instrumental in its removal to Vinton and superintended the erection of its original buildings.

Returning to the work of the ministry in 1864, he preached with marked success for nearly twelve years, and then again assumed the duties of superintendent of the College for the Blind at the opening of the collegiate year, June, 1875. His administration was characterized by impartiality, kindness, and a deep interest in those committed to his charge. It has been to the entire satisfaction of the trustees, the community, and the State authorities, as well as to the prosperity of the institution. He died on Sabbath evening, April 2, 1876, at the age of 50 years, 4 months, and 26 days. —(J. B. Parmelee, superintendent of Iowa College for the Blind.)

LIST OF SCHOOL OFFICIALS IN IOWA.

Hon. C. W. Von Coelln, *State superintendent of public instruction, Des Moines.*

[Term, 1876 to 1879.]

COUNTY SUPERINTENDENTS.

[Terms, January 3, 1876, to January 7, 1878.]

County.	Superintendent.	Post-office.
Adair	M. W. Haver	Stuart.
Adams	William W. Roberts	Corning.
Allamakee	L. Eells	Waukon.
Appanoose	J. W. Cary	Centerville.
Audubon	Benjamin F. Thacker	Exira.
Benton	Miss Salina Blackburn	Vinton.
Black Hawk	James S. George	Waterloo.
Boone	T. A. Cutler	Boonesboro'.
Bremer	Henry H. Burrington	Waverly.
Buchanan	William E. Parker	Independence.
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	Tipton.
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. Roberts	Leon.
Delaware	Robert M. Ewart	Hopkinton.
Des Moines	E. S. Burrus	Burlington.
Dickinson	H. C. Crary	Milford.
Dubuque	N. W. Boyes	Dubuque.
Emmet	Frank Davey	Estherville.
Fayette	G. A. Mathews	West Union.
Floyd	Mrs. Helen R. Duncan	Charles City.
Franklin	L. B. Raymond	Hampton.

List of school officials in Iowa—Continued.

County.	Superintendent.	Post-office.
Fremont	Thomas J. Brant	Sidney.
Greene	David Heagle	Jefferson.
Grundy	G. Riley Stoddard	Grundy Center.
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	J. W. Palm	Mt. Pleasant.
Howard	Osmond N. Hoyt	Cresco.
Humboldt	L. J. Anderson	Nora.
Ida	T. S. Snell	Ida.
Iowa	George Ingram	Marengo.
Jackson	Norman C. White	Maquoketa.
Jasper	W. G. Work	Newton.
Jefferson	McKinney Robinson	Fairfield.
Johnson	James M. Curry	Iowa City.
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	Wapello.
Lucas	Andrew Day	Chariton.
Lyon	J. M. Webb	Rock Rapids.
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	Osage.
Monona	Rev. C. N. Lyman	Onawa.
Monroe	James M. Porter	Albia.
Montgomery	William P. Pattison	Red Oak.
Muscatine	R. W. Leverich	Muscatine.
O'Brien	Asahel B. Chrysler	Primghar.
Osceola	C. L. Gurney	Sibley.
Page	Elijah Miller	Clarinda.
Palo Alto	John C. Bennett	Emmettsburg.
Plymouth	Floyd B. Sibley	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 H. Clemmer	Davenport.
Shelby	Aaron N. Buckman	Harlan.
Sioux	Simon Knyper	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	Agency City.
Warren	Miss E. S. Cooke	Indianola.
Washington	Miss Mary M. Jerman	Washington.
Wayne	J. W. Walker	Corydon.
Webster	J. A. Adams	Ft. 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.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (5–21)	199,986	212,977	12,991	.....
Enrolled in public schools	142,606	147,224	4,618	.....
Average daily attendance	85,580	89,896	4,316	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools—men	2,484	2,402	.....	82
Teachers in public schools—women	2,899	3,174	275	.....
Average monthly pay of males	$33 98	$33 66	.....	$0 32
Average monthly pay of females	27 25	27 03	.....	22
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in State	4,560	4,658	98	.....
Reports from districts	4,280	4,442	162	.....
School-houses	3,715	3,881	166	.....
Value of these	$4,096,527	$4,167,948	$71,421	.....
Graded schools with course of study	352	556	204	.....
Average school term in days	102	103.5	1.5	.....
INCOME AND EXPENDITURE.				
Receipts.				
From State tax	$121,546	$118,861	.....	$2,685
From local tax	685,162	938,542	$253,380	.....
From permanent fund	205,257	74,275	.....	130,982
From other sources	30,333	113,010	82,677	.....
Total receipts	1,042,298	1,244,688	202,390	.....
Expenditures.				
For sites, buildings, furniture	169,188	186,970	17,782	.....
For libraries and apparatus	13,698	20,379	6,681	.....
For salaries of superintendents	34,100	40,990	6,890	.....
For salaries of teachers	689,907	743,578	53,671	.....
For fuel, rent, repairs, &c	113,208	206,520	93,312	.....
Total expenditures	1,020,101	1,198,437	178,336	.....
EXPENDITURE PER CAPITA—				
Of population	4 28	5 69	1 41	.....
Of enrolment	5 93	8 28	2 35	.....
Of average attendance	9 99	13 56	3 57	.....
SCHOOL FUND.				
Available school fund	2,304,309	2,262,559	.....	41,750
SCHOOL PROPERTY.				
Value of all school property	4,140,090	4,600,259	460,169	.....
SCHOOLS OTHER THAN PUBLIC.				
Pupils in private elementary schools	5,291	3,525	.....	1,766
Pupils in private high schools	1,644	.....	.....	.....
Teachers in private schools	351	202	.....	491

(Reports and returns of Hon. John Fraser, State superintendent of public instruction, for 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

The following history having been kindly prepared for this report by Hon. Allen B. Lemmon, State superintendent of public instruction, no reference to other authorities than those which he had the opportunity to consult has been thought necessary.

TERRITORIAL ORGANIZATION.

Kansas was organized as a Territory June 30, 1854, and admitted into the Union January 29, 1861. In 1855 the first school law of the Territory was enacted. It provided that schools, to be "open and free for every class of white citizens between the ages of 5 and 21 years," should be established in every county. Three years later the word "white" was stricken from the school law. At the same time it was provided concerning her free common schools that "no sectarian instruction shall be allowed therein."

Territorial superintendent.— Hon. James N. Noteware was the first territorial superintendent of common schools. He was appointed by the governor and confirmed by the council February 12, 1858, and entered on the duties of his office March 1.

These duties were to visit every county for the purpose of inspecting schools and awakening an interest in the cause of education; to recommend approved text books, and, as far as practicable, secure a uniformity of text books throughout the Territory; to discourage the use of sectarian books in the schools; to open correspondence with other States and countries, and embody the information received relative to the system of common schools and its improvements in his annual report to the legislature; to prepare for the use of school officers forms for making reports and conducting proceedings; to cause the school laws and forms aforesaid to be printed, together with a suitable index, in pamphlet form, at the expense of the Territory, and have the same distributed among school officers; to examine and determine appeals from the decision of district meetings or county superintendents; to prepare each year a report to be submitted to the legislature, bearing date the last day in December; and to apportion by the 10th day of February in each year the school money to be distributed among the counties according to the number of children of school age, (5–21,) as shown by the returns in his office for the preceding year.

His compensation was $1,500 per annum, with an allowance for postage, office rent, and travelling expenses. Mr. Noteware retained the office but a few months. At the election October 4, 1858, Hon. S. W. Greer was chosen territorial superintendent. He took charge of the office the 2d day of the next December, and continued therein until January 1, 1861.

County superintendents.—The laws of 1858 provided for the choice, at the general election each year, of a county superintendent, who should receive for his services such compensation as might be allowed by the tribunal transacting county business.

His duties were, after giving bond in double the amount of all school moneys to come into his hands during the term of his office, to divide the county into school districts and to regulate and alter such districts; to file the descriptions and numbers thereof in his office; to receive all moneys for the use of common schools in his county; to apportion these on the first Monday in April, in each year, to the several districts and parts of districts within the county, in proportion to the number of children of school age in each, provided that no money be apportioned to any district in which a school had not been taught by a qualified teacher for at least three months in the year preceding; to see that the annual reports of clerks of districts in his county were made correctly and in time; to sue for and collect, in the name of his office, certain penalties and forfeitures; to transmit between the 1st and 15th days of October, in each year, to the territorial superintendent a report in writing, bearing date on the 1st day of October; to examine annually all candidates proposing to teach in his county, and give to each candidate found qualified a certificate, to be in force for one year from the date thereof, unless sooner revoked; and to visit and examine into the condition and management of all the common schools in his county.

Township trustees.—The laws of 1860 provided that the township trustee should divide his township into districts, see to a proper application of all moneys belonging to his township for roads, *schools*, or other purposes, and should have the care and management of all property belonging to the township.

Independent district system.—This system was adopted at an early day. Each district had four officers to elect annually, viz, three trustees and one inspector.

The trustees had general control of the school affairs of the district. They constituted a body corporate, and were the agents of the school district subject to general directions, to be given by the voters of the district at an annual or special meeting. The laws in 1855 provided that the trustees should make an annual report of the condition of the school to the secretary of the Territory. In 1857 this report was directed to be made to the clerk of the board of county commissioners, and in 1858 to the county superintendent of common schools.

Final territorial details.—The laws of 1855 provided that before any teacher could

receive compensation from the free school funds, he should secure from the inspector "a certificate of his qualifications and morality."

Mr. Greer's report for 1859 contains valuable statistics. But, soon after that report was made, the county superintendency was abolished. This left no one responsible for reports from the counties. For this reason his report for 1860 contains but meagre statistics.

But in this second report, made a short time before Kansas became a State, he estimates that there were then in the Territory more than 18,000 persons of school age, more than 10,000 of whom had attended school that year. His estimate of the sum of money raised for school purposes is $35,000. He puts the value of the school-houses in the Territory at $57,600.

Hon. John C. Douglas was the third territorial superintendent. He was elected in November, 1861, and entered upon his duties the 7th of the next January. He retained the office only a few weeks, passing out with the conclusion of the territorial system in December.

FIRST STATE SUPERINTENDENCY.

On the organization of the State government Hon. William R. Griffith qualified as superintendent of public instruction. His annual report, December 31, 1861, contains school statistics from but 12 counties. The State gave no aid to education that year, and most of the schools taught were private enterprises or were sustained by subscriptions.

SECOND STATE SUPERINTENDENCY.

Mr. Griffith was superintendent only about a year. He died February 12, 1862, and Mr. S. M. Thorp was appointed his successor, for the unexpired portion of his term.

In Mr. Thorp's report, December 31, 1862, are returns from 28 counties. All these had school organizations and had sustained common schools a part of the year. Under the laws of the State a tax of one mill to the dollar was levied upon all taxable property for school purposes. No record has been left of the amount of this tax collected and distributed in 1862.

THIRD STATE SUPERINTENDENCY.

Hon. Isaac T. Goodnow was elected State superintendent in 1862, and reëlected in 1864, holding his office from January, 1863, to 1867. In the early part of his work he had to contend with the hindrances that had crippled previous administrations. The civil war continued, and Kansas people lived in constant dread of attacks from guerrilla bands. One-seventh of the population of the State was in the Army; nearly all of the six-sevenths remaining were old men unable to take the field, women, and children. The young men who remained at home were not of the kind who take the lead in building school-houses and supporting schools.

The last two years of Mr. Goodnow's administration were, however, characterized by decided progress in educational affairs. The disbanding of the Army at the close of the war threw a great many of the best men of the nation out of employment. While they had been in their country's service others had taken their places on the farms and in the shops, stores, and offices in all the States. The communities they had left on entering the Army had learned to get along without them. On their return they found themselves strangers in their old homes. It was like beginning life anew. Many of them at once determined to make new homes in the West. Kansas was historic ground. Upon her soil the first blood had been shed for freedom's sake. For years the troubles of the young Commonwealth had been subjects of conversation at every fireside in the land. Every one naturally desired to see the State that had been the "apple of discord" in American politics, and nearly all who came to see remained. For a time it seemed that Kansas was to become a grand camp of Union soldiers. The population of the State was doubled in two years. These emigrants were the enterprising, plucky people of other States. They had been reared in the best communities and trained in the best district schools of the nation. They knew the value of these schools, and recognized them as the only agency that could reach and educate the great mass of the children. As rapidly as new settlements were made, school districts were organized and free schools established.

A law enacted in 1864 authorized the issue of district bonds for the purpose of building school-houses. This enabled districts to erect comfortable school buildings and provide good school accommodations, leaving the same to be paid for, year by year, as they were able to do so. It was not an exception for the school-house to be the best building in the neighborhood, village, or city. The plan adopted at that time has been pursued ever since. The citizens of almost every town or community in the State point with pride to their school-houses. Visitors are surprised to see on these western prairies far better school accommodations than exist in many of the older States.

Many of the Kansas settlers have been successful teachers in other States. Their attention is now turned to something else as a vocation; but they know the difference between good and poor work, and they have required better methods of instruction than are usually found in the schools of young States. To this, in some degree, may be ascribed the rapid rise of educational institutions from this time on.

The first teachers' institute of Kansas was held at Emporia in 1863. In that year such meetings of teachers were held in six counties. In connection with the institute at Leavenworth, September 29, the State Teachers' Association was organized.

The agricultural college at Manhattan was first opened for students September 2, 1863, with Rev. Joseph Dennison as president. There were 52 students in attendance the first term.

The school law of 1864 provided that the State superintendent should hold a teachers' institute in each senatorial district in the State.

The Kansas Educational Journal was started in January, 1864, under the auspices of the State Teachers' Association; Prof. H. D. McCarty, principal of the Leavenworth city schools, and afterward State superintendent, was its first editor.

The State normal school at Emporia began its educational work February 15, 1865. Prof. L. B. Kellogg was the principal of the school and sole teacher until September 13, when Prof. H. B. Norton became assistant. Forty-two students were in attendance during the first term of the school.

The first building for the State university was erected in 1865. It is located upon Mount Oread, a sightly eminence adjoining Lawrence, and was first opened for students September 12, 1866. Prof. E. J. Rice was the first president. At the opening there were 3 professors and 40 students. Before the expiration of the first term the number of students had increased to 60.

At the commencement of Mr. Goodnow's administration the value of public school-houses did not exceed $20,000; at its close their value was nearly $320,000. The school population increased from 15,000 in 1862 to 55,000 in 1866, and the average length of the annual school term had been increased one month. In 1863 the amount paid for teachers' wages was $14,000, in 1866 it was $116,000. Surely Mr. Goodnow must have felt gratified at the wonderful educational progress made while he was State superintendent of public instruction.

FOURTH STATE SUPERINTENDENCY.

Hon. Peter McVicar was Mr. Goodnow's successor. He was twice elected to the office, and served as State superintendent from January, 1867, to 1871.

Previous to this time but a small amount of the school lands of the State had been sold, though such sale had been authorized in 1864. As the proceeds arising from the sale of these lands constitute by far the greater part of the State permanent school fund, that fund had continued small and of little benefit to the schools. Efforts were now made to dispose of these lands. They were sold rapidly and the proceeds invested in State bonds, the interest of which was distributed annually for the support of schools. The interest of this fund and the proceeds of the one-mill tax amounted in 1870 to $1.50 to every person of school age in the State.

In 1868 the law requiring the State superintendent to conduct a teachers' institute in each senatorial district in the State was so amended as to require him to hold only one institute in each judicial district. This reduced the number of institutes he was required to hold about one-half. Also it was provided that each county superintendent should have an annual teachers' institute in his county; that while it was in session all the schools in the county should be closed, and that the teachers should be required to attend the institute.

In 1869 an act was passed providing that county superintendents should receive ample compensation for their services, and in the more populous counties must spend their entire time in looking after the school interests of their respective counties.

At this time the examination of teachers was taken from the county superintendent and given to a board of county examiners of three members, the county superintendent being chairman of the board.

An amendment to the school law enacted in 1870 provided that each school district might vote a tax to be expended for the purpose of purchasing a district library.

The Leavenworth State Normal School was established in this year. The commissioners designated in the law which provided for the organization of the school located it May 4, 1870. It was opened for students the 7th of the following September. Prof. P. J. Williams was the first principal of the school.

To show the educational growth of the State during Professor McVicar's term, the following summary is introduced:

	1866.	1870.	Increase in four years.
Number of organized school districts	986	2,068	1,082
Number of children of school age	54,728	109,244	54,516
Number of children enrolled in public schools	31,258	62,218	30,960
Amount paid teachers	$115,914	$318,596	$202,682
Annual school fund distributed	31,054	139,957	108,903
Value of school-houses	315,898	1,520,041	1,204,143
Permanent school fund	30,071	441,125	411,054

FIFTH STATE SUPERINTENDENCY.

Hon. H. D. McCarty, for several years superintendent of the schools of the city of Leavenworth, was the fifth State superintendent of instruction. He also was twice elected, holding his office four years from January, 1871.

In 1872 Colonel McCarty prepared and issued a "Course of study for district schools." It was a work of real merit, and received the commendation of leading educators throughout the United States. Several State superintendents copied it entire into their reports. Wherever introduced and followed in district schools it resulted in great good.

The most important school law of 1873 was an act to create a State board of education. It provided that the State board should consist of the State superintendent of public instruction, the chancellor of the State university, the president of the agricultural college, and the principals of the State normal schools. The law authorizes this board to hold examinations of teachers, to grant State certificates, valid for three or five years, and to issue State diplomas, valid during the lifetime of the holder, unless revoked by the State board.

A State normal school was located at Concordia, March 10, 1874. Prof. E. T. Robinson was elected principal. The school began its educational work September 16.

The school interests of the State continued to prosper throughout Professor McCarty's administration. County superintendents were well paid for their services, and generally did good work. Normal institutes were held in each judicial district annually, the State superintendent being generally present to take a prominent part in the exercises. County institutes were also held in nearly all the organized counties of the State each year.

Many of the larger towns and cities erected very fine school-houses. These were generally built from the proceeds of bonds issued by the municipality, in accordance with the law of 1864. In nearly all these buildings thoroughly graded schools were organized, able teachers were secured, and the schools were kept in operation nine or ten months in each year.

In 1871 a new building for the State university was commenced. The city of Lawrence inaugurated the enterprise by donating $100,000 toward it. This munificent gift has been supplemented by appropriations made by the State legislature almost every year since the structure was commenced. The building is very complete in its appointments, and is now almost finished. It has been occupied by the school for four years.

In 1872 an appropriation was made by the State for the erection of a new normal school building at Emporia. The enterprise was carried forward rapidly, and for several years that school has occupied one of the finest buildings for the purpose to be found in the West.

At the close of Superintendent McCarty's term the number of children of school age had reached 199,010; the enrolment in public schools, 135,598; average attendance, 77,386, while the value of public school buildings in the State amounted to almost $4,000,000. Rapid progress had been made in nearly every department of school work.

SIXTH STATE SUPERINTENDENCY.

Hon. John Fraser was elected State superintendent of public instruction in the fall of 1874. He had been for several years at the head of the State university. His ripe scholarship and thorough acquaintance with the school system of the State made his services specially valuable as superintendent. He threw his whole soul into the work. The judicial district institutes held during his term were intensely interesting. He took strong ground in favor of reform in the course of study and methods of instruction pursued in district schools. Had he been called to the office at any other time in the history of the State, his administration would have been preëminently successful. The legislation of 1875 and 1876 was, however, in several instances prejudicial to school interests. The county superintendency was crippled greatly by a law reducing salaries and leaving the duties of the officer so poorly defined that he was required to do scarcely anything in order to be able to draw the pittance which the law left him. In 1876 an attack, induced by local jealousies, was made upon the State normal schools. It resulted in the refusal of the legislature to make an appropriation to pay the running expenses of any of them. In consequence of this refusal the one located at Concordia was closed the 18th of March, 1876. The one at Leavenworth was closed soon after. The school at Emporia was continued as a private enterprise, and has been conducted as such ever since. This institution has a land endowment, which, when it shall be sold and the proceeds invested, will yield an annual revenue sufficient to pay the running expenses of the school.

The State agricultural college has an endowment resulting from the sales of lands, the interest of which has supported the school for some time.

The State university has a land endowment of only about 40,000 acres. Unless another donation of land is secured this institution will always have to depend upon State appropriations for its support.

Quite a number of denominational institutions of learning have been from time to time located at different points in the State. Several of these had but a brief existence; others have been sustained and are now growing in importance and usefulness.

In the fall election of 1876 Prof. Allen B. Lemmon was chosen to succeed General Fraser, entering upon office January, 1877.

ELEMENTARY INSTRUCTION.

CURRENT SENTIMENT UPON IMPORTANT TOPICS.

In order to obtain specific information as to the views of the people upon certain points of school policy, State Superintendent Fraser requested in his blank reports remarks on the following topics from county superintendents: (1) the township plan of districting the county; (2) the purchase of text books by school districts; (3) the operation of the compulsory education law; (4) the provision that the State should make for the normal training of teachers; (5) the manner in which accounts of public moneys are kept in the several districts. The following paragraphs indicate the result of this inquiry:

On the township plan of districting replies were received from 45 superintendents, 31 per cent. of whom considered the plan not feasible, while 69 per cent. heartily indorsed some system of township districts.

On the purchase of text books replies came from 49 superintendents. Of these 78 per cent. recommended that the district purchase and own the text books on the ground of economy to the parent and efficiency in the school. They believe this the best method of settling the vexed question of text book uniformity and of avoiding the expense of frequent changes of text books. Twenty per cent. oppose the plan and 2 per cent. consider it, though desirable, not feasible. Of the districts actually owning their books, 67 per cent. report in favor of the plan and 33 per cent. do not consider it an entire success.

On compulsory education.—In respect to the operation of the compulsory education law 44 replies were received, of which 70 per cent. report it either "inoperative," "deficient," or a "dead letter," while 30 per cent. report it as causing an increased attendance of pupils who, otherwise, would have remained at home.

On State provision for training of teachers, replies were received from 47 superintendents to the question as to what provision the people of the county desire the State to make for the training of teachers for the district schools. Forty-eight per cent. of them report the people in favor of State appropriations to support the three normal schools established, and as many more as may be needed to meet the wants of the remaining parts of the State; 30 per cent. report the people in favor of county normal institutes, either in addition to or exclusive of the normal schools; 10 per cent. are indifferent to the subject; 4 per cent. wished only one central normal school, and 8 per cent. report the people as opposed to State aid for normal instruction.

Accounts of public school moneys.—Fifty-six superintendents make report upon the manner in which accounts of public school moneys are kept. Of these, 4 per cent. represent that the accounts are kept in a good condition; 2 per cent. in a fair condition, and 94 per cent. report them "deficient," "incomplete," "kept in memory," or "entirely unreliable." Forty per cent. recommend some change in the law, suggesting that the county treasurer keep the accounts and distribute the funds on the order of the district board; 8 per cent. recommend that the office be abolished; 26 per cent. recommend the payment to district officers of $5 to $10 each for making their annual reports.—(State report, 1876, pp. 12, 13.)

RECOMMENDATIONS OF THE SUPERINTENDENT.

In view of these replies the State superintendent recommends, among other measures, that school districts be empowered by law to purchase text books for use in the schools; that a uniform system of county normal institutes be established, one to be held annually in each county in the State for at least a four weeks' session, and that the law providing for the present system of county and judicial district institutes be repealed; that some change be made in the present law with a view to raising the standard of qualification for the county superintendency and so increasing its efficiency; that a uniform system of examining teachers be established, and that the county treasurer, instead of the present district officer, be made the custodian of the school moneys belonging to school districts.—(State report for 1876, pp. 13-15.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

As already mentioned, in consequence of the failure of the legislature to appropriate the necessary funds for their support, the normal schools at Leavenworth and Concordia were closed during most of the past year. By resolution of the board of regents,

the school at Emporia, where 300 pupils had been enrolled, continued in operation, but not at the expense of the State. A tuition fee was paid by normal pupils, which, after deducting current expenses, was shared by such of the teachers as had been willing to remain at the greatly reduced salaries which these slender means afforded. Thus, with large sacrifices on the part of both teachers and pupils, the school was kept open through the summer term, and, though seriously crippled and reduced in numbers, much earnest and valuable work was done. Over 100 students were in attendance during the term, and 14 were graduated in the elementary and 5 in the normal course. For the winter term all officers except the president were released from duty, and the whole charge of the school committed to the president, with power to charge tuition fees and engage such assistants as he pleased. On this basis 100 students were enrolled, and the educational work accomplished was, in many respects, the most satisfactory and successful in the history of the school.—(Report of superintendent, pp. 11, 158-162.)

NORMAL COURSE IN STATE UNIVERSITY.

The normal class in the State University at Lawrence consists of three parts, an elementary, high school, and collegiate course. It numbered, in 1875-'76, 98 students, of whom 48 were in the first year of their course, 24 in the second, and 26 in the third. Several of the third class are also pursuing studies with reference to the higher normal course.—(Report of superintendent, pp. 84, 88.)

At an adjourned meeting of the State Teachers' Association, held in December, 1876, a large attendance of teachers and educators from different parts of the State being present, a plan for a uniform system of normal schools for the State was thoroughly discussed, and, among other conclusions arrived at, it was resolved that the State should make provision for the ultimate establishment of several free normal schools exclusively for the preparation of teachers for the common schools, the course to extend only over a period of two years.—(Report of superintendent, pp. 7, 8.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Within the last year a committee of the regents of the University of Kansas was authorized to prepare a plan and course of study to be sent to all the organized public high schools of the State. This arrangement provides that any high school adopting the plan suggested shall be recognized as a preparatory school and its graduates admitted to the freshmen classes of the university without reëxamination.—(Report of superintendent, p. 84.)

Except the above, no information respecting high schools is received, save that in returns from Atchison and Lawrence 3 such schools appear. No statistics are given for that in Atchison beyond the fact that it has a principal with $600 annual salary. In Lawrence there appear to be 2 schools, 1 for boys and 1 for girls, with a common principal and 2 assistants, the students being 46 boys and 91 girls.

In a table of graded schools, appended to the State report for 1876, there appear 5 whose grades are of such a number as to indicate the existence of high school departments, but no explicit statement to that effect is made, nor is any number of high school pupils given.

PRIVATE SECONDARY SCHOOLS.

In 1 school for girls and 1 for both sexes, outside of the public school system, there have been reported to this Bureau 11 teachers and 118 scholars, with no indication of any studies beyond English. In both schools drawing is taught, as well as vocal and instrumental music, and both have libraries, one of 40, the other of 600 volumes.—(Returns to Bureau of Education.)

PREPARATORY SCHOOLS AND PREPARATORY DEPARTMENTS.

Of the former class of institutions none is reported from Kansas for 1876. Of the latter, 8 present 5 teachers additional to the college faculties, having under them 309 pupils, of whom 88 were preparing for a classical collegiate course and 327 for a scientific course.—(Returns to Bureau of Education, 1876.)

BUSINESS COLLEGES.

Two of these, 1 at Leavenworth and 1 at Topeka, report 4 teachers and 177 students, of whom 4 were in phonography, the others unclassified. The former of these teaches common English branches and correspondence, penmanship, book-keeping, commercial law, and phonography; the latter, penmanship, book-keeping, banking, and commercial law. The former has a library of 86 volumes; the latter reports none.—(Returns to Bureau of Education for 1876.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF KANSAS.

The year past has been one of prosperity to this institution. Progress has been shown in the efficiency of the general management, the promptness of the faculty, the excellent deportment and proficiency of the students, and the large increase in attendance over the number of the previous year. A normal department was opened in April, 1876, with 35 students, a number which, by the following November, had increased to 98. The university now offers seven fully organized courses of study, namely, classical, general scientific, normal, modern literature, civil and topographical engineering, natural history, and chemistry.—(State report, pp. 81–112.)

OTHER COLLEGES.

Baker University, Baldwin, (Methodist Episcopal,) admits both sexes to its preparatory, classical, and scientific courses. Two ladies are also members of its faculty.—(Circular, 1876.)

Highland University, Highland, (Presbyterian,) has a preparatory and a collegiate course of 4 years. Most of its students are in preparatory branches; only 7 are pursuing the collegiate course; of these, 6 are young men.—(Returns, 1876.)

Lane University, Lecompton, (United Brethren,) has preparatory and collegiate departments, most of its students being engaged in the former. Both sexes belong to its classes.—(Return for 1876.)

Ottawa University, Ottawa, (Baptist,) was suspended in 1874, and only the preparatory department appears to be now in operation.—(Return, 1876.)

St. Mary's College, St. Mary's, (Roman Catholic,) reports a total of 130 students, but no division of them as to preparatory and collegiate studies. There is the usual collegiate course of 4 years.—(Return for 1876.)

Washburn College, Topeka, (Congregational,) reports preparatory and collegiate departments, the latter with classical and scientific courses. Both sexes are admitted.

Statistics of universities and colleges, 1876.

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	9	....	174	18	.....	$7,000	$500	$1,200	.....	.....	1,000
Highland University	5	....	92	7	.....	.....	.....	1,000	$0	.....	5,000
Lane University	4	0	80	18	.....	.....	.....	.....	0	$0	.....
Ottawa University	4	....	58	.....	$100,000	.....	.....	.....	.....	.....	.....
St. Benedict's College	5	0	36	20	.....	.....	.....	.....	0	0	a2,150
St. Mary's College	9	0	30	b100	150,000	0	0	c12,000	0	0	a8,000
University of Kansas	13	0	306	99	240,000	10,300	713	2,500	22,419	0	a2,450
Washburn College	4	0	33	5	70,000	50,000	4,000	500	0	11,650	3,500

a Includes society libraries. *b* Unclassified. *c* Including board.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

STATE AGRICULTURAL COLLEGE.

The attendance at this institution during the past year has been 28 per cent. greater than ever before, 61 per cent. of the pupils being men and 39 per cent. women. The course includes instruction in farm work, botany and practical horticulture, chemistry and physics, elementary English and mathematics, higher mathematics, German and French, industrial drawing, mechanical employments, printing, sewing, telegraphy, and instrumental music. The lecture course in household chemistry, introduced the previous year with gratifying success, is continued as a regular feature of the chemical instruction in the woman's department. These lectures embrace a full consideration of the nature, constitution, and means of preparation and preservation of various kinds of food. A kitchen laboratory is being prepared, which, it is hoped, will add much to the practical value of this course. In the mechanical department there were from 50 to 60 students practising daily in carpenter, cabinet, wagon, turning, paint-

ing, blacksmith, and scroll sawing classes. This department has a little more than paid its own expenses during the year. The printing department continues to prove a success; during the first term of the year there were 73 students engaged in it. The telegraph and sewing departments each enrolled about 60 students.—(Report of State superintendent, pp. 113-157.)

THEOLOGY.

The Kansas Theological School, Topeka, (Protestant Episcopal,) has only recently been organized; two students are reported; no course of study has as yet been marked out.—(Return, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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.									
Kansas State Agricultural College	16	....	303	6	$131, 791	$238, 101	$20, 490	a$15, 300	2, 800
SCHOOL OF THEOLOGY.									
Kansas Theological School	2	0	2	.....	20, 000	0	0	.....	3, 578

a From State appropriation.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Kansas Institution for the Education of the Blind, at Wyandotte, is accomplishing all that its most sanguine friends have hoped, both in its literary and industrial departments. The boys have been employed in broom and brush making in this, as in most other institutions of the kind, but no remunerative employment for the blind girls had been found until recently one of the teachers in this school suggested the making of straw hats, an article always salable and in which nearly the whole cost is the labor. During the year thirteen girls were employed in this, and the experiment has proved a success. The literary studies pursued are reading in New York point and Boston type, writing in New York point and with grooved cards, spelling, geography, grammar, arithmetic, algebra, United States history, and modern and ancient history, botany, rhetoric, natural philosophy, English history, physiology, civil government, vocal and instrumental music. The number of pupils enrolled was 54; average daily attendance, 42.—(Catalogue and return, 1876.)

EDUCATION OF THE DEAF AND DUMB.

The Kansas Asylum for the Deaf and Dumb, at Olathe, instructs pupils in the elementary branches of a school education, but, appears to have not yet made arrangements for teaching trades or handicrafts. Number of pupils in attendance, 115; males, 59; females, 56; number who have received instruction since the foundation of the institution in 1865, 163.—(Catalogue, 1875, and return, 1876.)

LIST OF SCHOOL OFFICIALS IN KANSAS.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

STATE BOARD OF EDUCATION.

[Term, that of the official status of members in their several offices.]

Members.	Post-office.
Hon. Allen B. Lemmon, State superintendent of public instruction	Topeka.
Chancellor James Marvin, of State University	Lawrence.
President John A. Anderson, of State Agricultural College	Manhattan.
President C. R. Pomeroy, of State Normal School	Emporia.

List of school officials in Kansas—Continued.

COUNTY SUPERINTENDENTS.

[Term begins second Tuesday of January, 1877; expires second Tuesday of January, 1879.]

County.	Superintendent.	Post-office.
Allen	Frank Root	Iola.
Anderson	M. A. Page	Garnett.
Atchison	C. H. Martin	Atchison.
Barbour	M. S. Palmer	Medicine Lodge.
Barton	W. M. Chalfant	Ellinwood.
Bourbon	J. H. Lawhead	Fort Scott.
Brown	Andrew Carruthers	Hiawatha.
Butler	Alvah Sheldon	Eldorado.
Chase	F. B. Hunt	Cottonwood Falls.
Chautauqua	R. G. Ward	Sedan.
Cherokee	E. M. Mason	Columbus.
Clay	J. S. Dodson	Clay Center.
Cloud	J. C. Dana	Concordia.
Coffey	P. K. Wadhams	Burlington.
Cowley	R. C. Story	Winfield.
Crawford	D. B. Vansyckle	Girard.
Davis	J. A. Truex	Junction City.
Dickinson	A. M. Crary	Abilene.
Doniphan	D. D. Rose	Troy.
Douglas	Frank F. Dinsmoor	Lawrence.
Edwards	G. W. Milner	Kinsley.
Elk	A. G. Dewey	Howard City.
Ellis	Rufus Spitler	Hays City.
Ellsworth	A. O. Whaley	Ellsworth.
Ford	Thomas L. McCarty	Dodge City.
Franklin	W. W. Manning	Ottawa.
Greenwood	J. F. Troxell	Eureka.
Harvey	H. C. McQuiddy	Newton.
Jackson	Olive E. Stout	Holton.
Jefferson	Charles Smith	Oskaloosa.
Jewell	D. S. Kinney	Jewell Center.
Johnson	F. Murdock	Olathe.
Kingman	William D. Sugar	Kingman.
Labette	Mary A. Higbey	Oswego.
Leavenworth	A. R. Van Eman	Leavenworth.
Lincoln	A. T. Briggs	Lincoln Center.
Linn	R. B. Bryan	Mound City.
Lyon	O. B. Wharton	Emporia.
Marion	David Harrison	Marion Center.
Marshall	George W. Winans	Waterville.
McPherson	Mattie Murphy	McPherson.
Miami	J. W. Fleming	Paola.
Mitchell	I. D. Young	Beloit.
Montgomery	Charles T. Beach	Independence.
Morris	George A. Irwin	Council Grove.
Nemaha	Abijah Wells	Seneca.
Neosho	A. H. Turner	Erie.
Norton	Joel Simmons	Norton Center.
Osage	W. W. Morris	Lyndon.
Osborne	D. W. C. O'Neill	Osborne City.
Ottawa	R. L. Hillman	Minneapolis.
Pawnee	Leonard Manning	Larned.
Phillips	Thomas Trull	Kirwin.
Pottawatomie	J. J. Hostutler	Louisville.
Reno	J. W. Kanaga	Hutchinson.
Republic	J. C. Price	Belleville.
Rice	R. D. Stephenson	Lyon.
Riley	J. F. Billings	Manhattan.
Rush	W. E. Dawson	Rush Center.
Rooks	Moses Adamson	Stockton.
Russell	Ira S. Fleck	Russell.
Saline	D. G. Denton	Salina.
Sedgwick	M. H. Bruce	Wichita.
Shawnee	John McDonald	Topeka.
Smith	Mrs. Florence Morse	Smith Center.
Sumner	John P. Jones	Wellington.
Wabaunsee	W. E. Richie	Wilmington.
Washington	M. Stewart	Washington.
Wilson	Zenas Park	Fredonia.
Woodson	A. F. Palmer	Yates Center.
Wyandotte	L. C. Trickey	Wyandotte.

KENTUCKY.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE				
White children of school age, (6–20)	437,100	459,253	22,153	.....
Colored children of school age, (6–16)	.....	53,555	.....	.....
Whole number of school age	.....	512,808	.....	.....
Whites enrolled in public schools	228,000	228,000	.....	.....
Average monthly enrolment	.....	190,000	.....	.....
Average daily attendance	159,000	160,000	1,000	.....
TEACHERS AND THEIR PAY.				
Teachers employed in public schools	5,968	4,300	.....	1,668
Average monthly salary of men	$49	$40	.....	$9
Average monthly salary of women	40	35	.....	5
SCHOOLS.				
Public school rooms, exclusive of mere recitation rooms.	4,884	4,830	.....	54
Average duration of public schools in days.	100	110	10	.....
Number of private schools	700	700	.....	.....
Number of academies	64	75	11	.....
Number of colleges	10	25	15	.....
Estimated value of public school property.	$1,624,000	$2,300,000	$676,000	.....
SCHOOL INCOME AND EXPENDITURE.				
Receipts.				
From State tax	870,150	1,084,575	214,425	.....
From local tax	429,641	500,000	70,359	.....
From permanent fund	.....	200,000	200,000	.....
From other sources	138,355	43,000	.....	$95,355
Total receipts	1,438,146	1,827,575	389,429	.....
Expenditures.				
For libraries and apparatus	.....	5,000	5,000	.....
For sites, buildings, &c	111,406	.....	.....	111,406
For salaries of superintendents, &c	44,456	25,000	.....	19,456
For salaries of teachers, (State)	870,150	1,000,000	129,850	.....
For miscellaneous purposes, (local)	533,440	100,000	.....	433,440
Total expenditure	1,559,452	1,130,000	.....	429,452

(Returns and reports for 1874–'75 and 1875–'76 from Hon. H. A. M. Henderson, State superintendent of public instruction.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Constitution of 1850; Collins's History of Kentucky; Littell and Swigart's Digest, 1822, pp. 1120–1127; Wickliffe and Turner's Revised Statutes of Kentucky, 1852, pp. 599–609; Stanton's Revised Statutes, 1860, vol. 1, pp. 196–7; vol. 2, pp. 720–725; Myers's Digest, 1866, pp. 432–461; annual volumes of laws from 1838; State superintendent's reports, 1868 to 1875; act to establish a uniform system of common schools for colored children, approved February 23, 1874.

EARLY ACTION WITH RESPECT TO SCHOOLS.

Kentucky—originally a part of Virginia and admitted as a State of the Union in 1792—came in without any constitutional provision in favor of education; nor did her amended constitution of 1799 contain such provision; still, educational interests were not neglected by her early population. An act of the legislature, approved February 10, 1798, set apart, for the benefit of academies and seminaries, a very large tract of the public lands of the Commonwealth, lying south of the Cumberland River, five academies and seminaries receiving each 6,000 acres. January 27, 1808, the provision of 6,000 acres for an academy or seminary was made to extend to all the counties of the State, and this was confirmed by a general act of February 4, 1812.* As in too many other cases, these large grants were wasted by those into whose hands they came, and speculators got the good of what had been intended for the schools; but this was the fault of the trustees of the county seminaries, not of the legislators who made such liberal provision for them.

December 18, 1821, the foundation of a general school system was attempted by the appointment of a committee to confer with eminent educators, collect information, and prepare a plan for a State system of common schools. For the support of such a system, provision was made that half the net proceeds of the Bank of the Commonwealth should be set apart as a literary fund, to be distributed in just proportions to the counties of the State, while half the net profits of three branch banks were to be given to Transylvania University, Centre College, and the Southern College of Kentucky. The committee to whom the work of preparation was referred made an elaborate report in 1822, and the governor seconded it with a message favoring the system they proposed; but sufficient changes had occurred meanwhile in the composition and feeling of the legislature to prevent for that time the adoption of the plan.

The next effort of the friends of common schools was to secure, through the Kentucky Senators and Representatives in Congress, a bill for distributing among the older States some such proportion of the public lands as had been given to the newer ones "for purposes of education." This effort failed, and the million acres hoped for by Kentucky were not obtained. But when, by act of Congress, June 23, 1836, the surplus revenue of the United States which had accumulated in the Treasury was distributed among States willing to receive it, the legislature, by act of February 23, 1837, set apart $1,000,000, out of the $1,433,757 falling to Kentucky, to form the basis of a permanent school fund. This was a welcome boon, the proceeds of the stock of the Kentucky Bank having been lost through the failure of that institution.

A SCHOOL SYSTEM ESTABLISHED.

Encouraged by this establishment of a school fund, the favorers of general education bestirred themselves again, and succeeded in securing, February 16, 1838, the passage of a bill providing for the school system they desired. The main features of this system were as follows:

(1) The State was to be divided up into school districts of convenient size, to contain not less than 30 nor more than 100 children of from 7 to 17 years of age. In each of these districts was to be held an annual district meeting, at which should be elected by the qualified male voters 5 school trustees, whose duty it should be to organize the district schools. In order to such organization and to the subsequent carrying forward of the schools, they were to purchase or lease a site for a school-house; to build, hire, or purchase, keep in repair, and furnish such school-house; to provide it with the necessary fuel and appendages; to have the custody and care of it; to employ teachers for the school or schools to be held in it; to pay these their wages; and to make annual report to the county commissioners of schools of the time school had been kept, the amount of moneys received for it, the manner in which these had been expended, the number of children taught, and the number of school age (then 7 to 17) within the district.

(2) In the counties, the county courts were to be availed of first to take measures for the initiation of the school system. Afterward, other duties were imposed on them. Under this earliest school law, on receiving notice of the amount of school moneys that could be given to their counties, they were required to take the sense of the people in the various districts as to the adoption of the school system and as to the propriety of levying a district tax to supplement the fund received from the State for the support of common schools, this to consist of such amount as the district should determine, with a poll tax of 50 cents on each white male over 21.

On the supposition that the system would be more or less adopted 5 competent persons, to be styled commissioners of common schools, were to be appointed in each county, to continue in office twelve months and, with the aid of the county surveyor,

* These seminary lands were also, for a long time, exempted from forfeiture and taxation; but in 1816 there was a restriction of such exemption to the buildings of such institutions, with their libraries, apparatus, and 5 acres of surrounding land.—(Wickliffe and Turner, pp. 446 and 560.)

to divide their county into the school districts before spoken of. This done, they were to receive from the State superintendent of instruction the State school allowance, and from the sheriff of their county all local moneys for the public schools, apportion these among the districts in the proportion of their school population, make report to the central school authorities, and examine and license teachers for the schools.

(3) For the State there was a central board of education, composed of the secretary of state, the attorney-general, and a State superintendent of instruction, who should be appointed by the governor and approved by the senate. The superintendent was to be president, and all bonds, notes, and other instruments of writing made by the board must have his signature in order to their full effect. This board was to hold property of every kind for the use of schools, to have a general supervision of the interests of the school system, and to have power to sue and be sued and perform all corporate acts.

The superintendent was to hold his office for two years; to receive a salary of $1,000; to give bond in $25,000 for the faithful discharge of duty; to apportion, with the advice and aid of the other members of the board, the State school moneys; and to make to the legislature annually a report of the amount and condition of the school fund, with such other matters relating to his office and to the common schools as he should see fit to communicate.

Louisville, Lexington, and Maysville were exempted from the provisions of this law as respected the districting of their territory, were to be considered as within the public school system so long as they supported public schools by taxation, and were to be entitled to all the benefits of the act on making annual report of the number of children of school age within their bounds.

SUBSEQUENT CHANGES.

The main features of this original school system—such as the division of school control between district, county, and State officers—have been continued till the present time. But, as experience has developed difficulties in the working of the system, these have been met by alterations.

For instance, the State having failed during several years to pay the interest due on its bond for the school fund and having levied no State tax in aid of this interest, Rev. Robert J. Breckinridge, D. D., superintendent of public instruction from 1847 to 1853, secured an act, February 29, 1848, directing the governor to issue a new bond for all arrears of interest due and to submit to the people the question of adding to the annual interest the proceeds of a State levy of 2 cents on the $100 for the benefit of public schools. The people voting in favor of the tax, its levy was ordered by act of February 26, 1849. Even this aid, however, proved insufficient to keep pace with the increase in the number of school children, and, in 1855, it was increased to 5 cents. In 1867 Superintendent Smith showed that the distributable fund had still run down in ten years from $1.20 per capita to only 80 cents. He therefore recommended the submission to the people of a proposition to increase the ad valorem State tax to 20 cents on the $100, as the indispensable condition of success, while various additional improvements were recommended. The proposition for an increase of the tax was carried, and on March 21, 1870, a law embodying this, with a consolidation of the school fund into one State bond for $1,327,000, bearing interest at 6 per cent., was passed.

As to the school age, too, there have been changes from the 7–17 of the law of 1838 to 5–16 in 1849, to 6–18 in 1858, and to 6–20 in 1864.

The number of trustees in school districts, originally 5, appears as 3 in the revised law of 1870 and 1 in that of 1873. That of county commissioners of schools, also originally 5, was limited to 3 in 1850, and brought down to 1 in 1864.

The salary of the State superintendent of instruction, made only $1,000 in 1838, appears in the law of 1864 as $1,500, with necessary office and travelling expenses; in 1870 as $2,000, and in 1873 as $3,000. His duties also, as well as those of the commissioners and trustees, have been gradually modified and in many respects enlarged. Since 1864, too, he has been allowed a clerk.

The powers of the State board of education—at first little more than a sort of general care for the school system, with a holding of school property and an aiding of the superintendent in apportionment of the school fund—have, since 1864, been extended to the making of rules and regulations for the schools, the prescription of the forms of return to be made by subordinate school officers, the recommendation of a course of study and of text books, and the organization and keeping in existence of a State teachers' association. Since 1873, too, there have been two professional teachers associated with the three preceding members; thus bringing practical experience in school work to supplement the legal knowledge of the attorney general and the large acquaintance with the people and their affairs possessed by the State secretary and the superintendent of public schools.

For examination of teachers, county commissioners have been allowed, since 1864, to select two competent persons, a certificate from one of whom or from the commis-

sion was at first sufficient warrant for engagement in any public school in the county. Since 1870 the three have constituted a county board of examiners, and without a certificate of qualification from a majority of this board, or a State certificate, no one can be engaged to teach in any county public school. Since 1873 there has been also a State board of examiners, composed of the State superintendent and two professional educators appointed by him, and certificates from this board, or from a majority of its members, are valid throughout the Commonwealth.

Taxation for school purposes in the districts was at first entirely optional, the people determining, at a district meeting, the question alike of the expediency of a levy and its amount. In 1865 the amount was restricted by law to 5 cents on the $100. In 1873 the amount was raised to 30 cents on the $100, beyond which, with a capitation tax of 50 cents for fuel and contingent expenses, to be laid upon the patrons of a school, it may not go in any one year.

Teachers' institutes, as a means of preparing teachers more efficiently for their work, were directed, by a law of March 21, 1870, to be organized in each county, and by the same law district libraries were also provided for.

Public schools for colored children — asked for by the colored people at least as early as 1870, with the proposition that they should be taxed independently for their own schools — were not sanctioned by the State till February 23, 1874, when a law was passed for the institution of a separate school system for the benefit of the colored race. The school age fixed for these schools is 6 to 16. The taxes for their support come from the colored people. The white commissioners have the supervision of the schools.

ADMINISTRATION OF THE SYSTEM.

The successive State superintendents of instruction who have presided over the inauguration and development of the school system are given in the State report for 1873–'74, as follows: Joseph J. Bullock, D. D., 1837 to 1839; Hubbard H. Kavanaugh, D. D., 1839 to 1840; Benjamin B. Smith, D. D., 1840 to 1842; George W. Brush, 1842 to 1843; Ryland T. Dillard, D. D., 1843 to 1847; Robert J. Breckinridge, D. D., LL. D., 1847 to 1853; John D. Matthews, D. D., 1853 to 1859; Robert Richardson, A. M., 1859 to 1863; Daniel Stevenson, D. D., 1863 to 1867; Zachariah F. Smith, 1867 to 1871; Howard A. M. Henderson, D. D., 1871 to 1875; then reëlected for a new term.

On March 1, 1842, B. B. Sayre, A. M., was appointed to fill a vacancy, but soon declined; and on April 26, 1842, Robert Davidson, D. D., was appointed, but declined May 15 following.

Of the incumbents above named, it cannot be invidious to mention Dr. Bullock as worthy of memory for his initiation of so good a system at so early a day as 1838; Dr. Breckinridge, for his manful efforts to secure to the school fund the arrears of interest due to it from the State, with a tax of 2 cents on the $100 to increase the annual revenue; Mr. Smith, for his rejuvenation of the system by the new law of March 21, 1870, with its large increase of the annual tax for schools; and Dr. Henderson, for his instrumentality in accomplishing a new and excellent revision of the school law, December 1, 1873, as well as the measure for the education of the colored people, which Mr. Smith had advocated before him.

ELEMENTARY INSTRUCTION.

REMARKS UPON THE STATISTICS.

In consequence of the failure of many county commissioners to furnish him the necessary reports, the State superintendent omits, in his report for 1875–'76, any arrangement of statistical tables, and instead of such tables gives an approximate estimate based on the reports received from 4,223 districts, about 2,000 failing to report.

All the public schools, numbering 6,500, were taught, save 47. The highest number of children attending reached 228,000, and the average fell as low as 160,000. Besides about 700 private schools in the State there are 4,830 public school-houses, valued at $875,000. This does not include the elegant buildings in 10 of the principal cities of the State, the cost of which would aggregate a sum probably twice the value of all country school-houses, or more than a million and a half of dollars. There were built during the year 112 school houses, aggregating in cost $21,000. There were raised in the common school districts of the country about $80,000 by local taxation and about $61,000 by subscription. Thirteen of the principal cities raised by local taxation $437,000 for the education of 28,000 pupils, an average of $15.50 to the pupil; and the people of the country districts pay, by taxation and other means, (over and above the State apportionment,) $141,000 for the education of 200,000 pupils, or 70 cents to the pupil. In the 13 cities mentioned nothing is heard of "the inefficiency of the school system," and the public here are found almost unanimous in favor of public school education.

The school census has advanced since 1872, the year the present superintendent

assumed office, from 405,840 to 459,395; an increase of 53,555 during the four years and of 11,253 during the last year. Owing to this large increase of the school census, the amount expended per child remains the same as for the previous year; otherwise it would have been considerably increased. Under the old régime the interest was so small that a large number of children were not reported, whereas now the trustees of the various districts are diligent to hunt up and report every child entitled to the benefits of the common school.—(Superintendent's report, 1875–'76, pp. 13, 14, 94, 95.)

SCHOOLS FOR COLORED CHILDREN.

The general assembly having passed, in February, 1874, a school law for the benefit of the colored people, measures were at once taken to organize the system. The fund at immediate command furnishes only 55 cents for each pupil child, an increase, however, during the year, of 25 cents, and that too, with a considerably increased census. The fund for colored schools consists of all taxes levied on colored persons, with all fines, penalties, and forfeitures collected from them. It is also to include all moneys hereafter donated by Congress from the sales of public lands, the pro rata share to each pupil not to exceed that to the whites. In other words, all the taxes paid by colored citizens are allowed them for the education of their children. They enjoy the benefits of the State government, but are not required to contribute to its support. In many country neighborhoods too, employers, from considerations based on the permanency of labor and the satisfaction of laborers, are aiding in the support of schools for the colored race. Several cities also have added to the State apportionment all municipal taxes paid by colored people, and excellent schools are maintained for them in the larger centres of population. Superintendent Henderson recommends to all the cities and towns a like course, the elevation of this class being a matter of prime importance, since a ballot in the hands of a black citizen is quite as potent as in the hands of a white one. To the 40,000 white voters unable to read their ballots have been added, he remarks, more than 50,000 negroes, making an aggregate of more than 90,000 illiterate electors, or one-third of the entire voting population of the Commonwealth.

It is suggested that the colored people may in time secure larger aid for their schools from the general assembly, if they will make the best use of what they already have; and colored teachers and trustees are advised to take immediate steps to organize county institutes and a State teachers' association, that they may combine for larger influence and be taught the arts and agencies of education, in which work the superintendent pledges himself to afford them all the personal and official aid within his power.—(Report of Superintendent Henderson, 1875–'76, pp. 18, 21, 70.)

OBSTACLES IN THE WAY OF IMPROVEMENT.

The greatest obstacle noted by the superintendent in the way of the improvement of the schools is a lack of funds. He says: "The system can never grow until provisions are made for more money. Every limitation to the liberality of the people of any district should be removed. All necessity for special legislation, when a community aspires to a system of graded schools, should be obviated, and a statute provided so broad that the end might be speedily compassed without asking any further law making on the subject. Provisions should be made by which each district could readily supply itself with a school-house and furniture adequate to its best means and noblest wishes. All difficulties relating to taxes levied by the vote of the electors of a district should be gotten out of the way. Everything that is obscure with regard to the prerogatives and duties of officers connected with the system should be made clear. A plan should be devised for the election of a school commissioner who is qualified for the office and scrupulously concerned to advance the cause of education. Permanency should be given to district boundaries. The revenue and school laws should be so harmonized that there need be no delay in the prompt payment of teachers and no opportunity for unscrupulous brokerage in their claims. And, finally, some discretion should be given to courts to determine how far the county levy may be made to aid in the organization and support of common schools."—(Superintendent's report, 1875–'76, p. 10.)

KINDERGÄRTEN.

Three schools of the above class, 2 of them in Louisville and the other in Georgetown, the latter only commenced in 1876, report a total attendance of 77 pupils, taught by 3 principals and 2 assistants. Children are admitted in one from 3 to 7 years of age, in another from 4 to 7, and in the last from 6 to 9.—(Returns, 1876.)

CITY SCHOOL SYSTEMS.

COVINGTON.

Officers.—A board of education of 5 members, including the city superintendent of schools.

Statistics.—Number enrolled in public schools, 3,354; average number belonging, 2,565; per cent. of attendance, 94.

Remarks.—The schools are graded, and include a high school with a course of 4 years, embracing Latin and the higher English branches. The students in this grade numbered 195 during the year, the average number belonging being 166; per cent. of attendance, 95.7.—(Report of Superintendent J. W. Hall, 1875–'76.)

LOUISVILLE.

Public school officers.—A board of trustees of 24 members, 2 for each ward, a city, superintendent of schools, and a German assistant superintendent.

Statistics, 1874–'75.—Number of children of school age, 44,827; number enrolled in public schools during the year, 17,593; average daily attendance, 11,551; average number of teachers employed, 315; total cost of the schools, $255,529.02; increase in cost over the previous year, $2,360.54.

Remarks.—The public schools of the city comprise a boys' high school, a girls' high school, a training school, 22 ward schools, and 5 schools for colored children. In addition to these the board established night schools for boys who were unable to attend day schools; and in these there was an enrolment of 1,353 pupils and an average attendance of 610. The enrolment in the two high schools was 645, an increase of 48 over that of the previous year. The number of graduates in the training school was 29 and in the girls' high school it was 56. The German language is taught in all the ward schools except 2, in which the small attendance will not justify the expense. The colored schools are reported to be making steady and substantial progress, and all belonging to the city were in a healthy condition on the whole, as evinced by the increase of 607 in attendance, notwithstanding the depression of business, and by the fact that the results of the examinations for promotion show a marked improvement over the previous year in the scholarship of the pupils.—(Report of the board and of the superintendent, George H. Tingley, for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The Kentucky Normal School at Carlisle, a private enterprise, organized in 1873, provides 7 different courses of study, viz: professional, language and literature, mathematics, natural sciences, elocution and rhetoric, debating and composition, and business. In the professional course are taught the laws pertaining to the development of the physical and mental organization, the relation of different branches of study to one another, the laws of culture, and methods of instruction. The buildings are new and well furnished, and will give ample room for over 300 students. The number of normal students in 1876 was 100, of whom 65 were men and 35 women.—(Catalogue, 1875–'76, and return, 1876.)

Glasgow Normal School, Glasgow, organized in 1875, already reports an attendance of 150 in its normal department — 90 men and 60 women — and 75 in its 2 other departments, scientific and commercial. The full course of study requires 3 years for its completion. Graduates of this school, as also those of the school at Carlisle, are authorized by law to teach in the common schools of the State without further examination.—(Catalogue, 1876–'77, and return, 1876.)

The Louisville Training School and a school for teachers at Morgantown report, respectively, (by return, 1876,) 45 and 22 pupils. Normal classes or departments also exist in connection with the Kentucky University and Berea and Georgetown Colleges.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From the State superintendent's report it appears that most of the cities and larger towns have graded schools. In only 9 cities, however, are public high schools or departments distinctly reported, including Louisville, in which there are 2, 1 for each sex, with an enrolment of 221 boys and 424 girls. No further statistics are given respecting any of these schools, except that the enrolment at the Owensboro' high school was 169.—(State report, 1876, pp. 58–70.)

PRIVATE SECONDARY SCHOOLS.

Of schools of this class, 6 for boys, 13 for girls, and 23 for both sexes, 42 in all, report 206 teachers with 3,256 pupils, 678 of them in classical courses and 457 in modern languages, the remainder in English studies only. It was understood that 183 were preparing for a classical course in college and 104 for a scientific course, while 62 had entered college the preceding year. In 16 of the 42 schools drawing was taught; in 29, vocal music; in 31, instrumental music; in 10, a chemical laboratory aided the instruction in chemistry; and in 12 there was apparatus for illustration of natural philosophy. Sixteen had libraries of 68 to 3,200 volumes each, the total number of volumes in the 16 being 11,868.—(Returns to Bureau of Education for 1876.)

PREPARATORY DEPARTMENTS OF COLLEGES.

Twelve of these, not including colleges for women, present a total of 18 teachers, besides those in the college proper, and 930 pupils, 216 preparing for a classical and 131 for a scientific collegiate course.—(Returns to Bureau of Education, 1876.)

BUSINESS COLLEGES.

Two such schools report 6 instructors and 357 students, without stating in what branches they are engaged. One of the two undertakes to teach political economy and phonography, besides common English branches and correspondence. Both teach penmanship, book-keeping, and commercial law.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

KENTUCKY UNIVERSITY, LEXINGTON.

The existence of Kentucky University is due chiefly to the efforts of John B. Bowman, its founder and present regent. In the year 1855, while yet a young man, he dedicated his life to the work of building up a university which was to cheapen and widen the system of higher education so that the humblest youth in all the land could enter it and receive such education, general or technical, as would qualify him for any business of life; an institution which, while under the auspices of the Christian church, was to be unsectarian and unsectional. He secured, by donations of money and property and by legislative acts of consolidation and confederation, assets to the amount of about $750,000, which constitute the present basis of the university. These assets were secured from about 1,000 individual donors, from the United States Government, from the State, and from the trustees of Bacon College and Transylvania University.

The university embraces several colleges, each under the immediate government of its own faculty and presiding officer. Each college is divided into several schools or departments of study, and each school is under the immediate government and instruction of a competent professor, assisted, when necessary, by subordinate instructors and tutors. The colleges of the university are (1) the college of arts, (2) the agricultural and mechanical college, (3) the college of the Bible, (4) the commercial college, (5) the college of law, (6) the college of medicine. A normal college is embraced in the plan, but it has not yet been organized. While the course of study and instruction in each college is complete, 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. The college of arts embraces 10 schools, viz: English language and literature, mental and moral philosophy, mathematics, Greek language and literature, Latin language and literature, sacred history and evidences of Christianity, chemistry and physics, natural history, civil history, and modern languages. Graduation in all these schools, except in that of modern languages, is required for admission to the regular degree of bachelor of arts; the candidate, however, being permitted, with the consent of the faculty, to substitute for calculus or senior Latin, or junior and senior Greek, a course in the French or German language, or to substitute for calculus and senior Latin the course in Hebrew taught in the college of the Bible.—University catalogue, 1876.)

OTHER COLLEGES.

Berea College. Berea, (Congregational,) embraces collegiate, normal, and preparatory departments. Both sexes are admitted and no race is excluded.—(Catalogue, 1875.)

Bethel College, Russelville, (Baptist,) admits only young men. There are 8 independent schools, 6 of which form a full collegiate course, requiring, in regular graduation, 5 years or sessions for its completion. The theological school is independent of the collegiate course, but, by substituting its grades for corresponding grades in other schools, the student becomes equally entitled to the diploma.—(Catalogue, 1875-'76.)

Cecilian College, Cecilian Junction, (Roman Catholic,) is an institution exclusively for young men; has commercial and classical departments; admits those who are not Catholics and permits attendance upon other places of worship.—(Catalogue, 1876.)

Central University, Richmond, (Southern Presbyterian,) was established in 1873, and embraces colleges of science and literature, of medicine, and of law.—(Catalogue, 1874-'75.)

Centre College, Danville, (Presbyterian,) embraces preparatory, scientific, and classical departments. Only young men are admitted.—(Catalogue, 1876.)

Concord College, New Liberty, (Baptist,) admits both sexes to its preparatory and collegiate departments.—(Catalogue, 1874-'75.)

Eminence College, Eminence, (Christian,) admits both sexes to its preparatory, scientific, and classical departments. A special course, corresponding to that usually furnished in ladies' seminaries, is provided for such young women as do not wish to take the collegiate course. The two sexes do not live in the same building, but recite together where their studies are the same.—(Catalogue, 1876-'77.)

Georgetown College, Georgetown, (Baptist,) appears to be exclusively for young men. In 1872 the course of study was remodelled, and the elective or university plan adopted. The departments are English literature, Latin, Greek, modern languages, mathematics, physical sciences, history and political economy, and mental and moral philosophy; altogether, it is stated, this course covers more ground than the ordinary college curriculum. There are also normal and theological departments.—(Catalogue, 1875–'76.)

Kentucky Military Institute, Farmdale, (non-sectarian,) exclusively for young men, has preparatory, collegiate, civil engineering, and commercial courses. The degrees conferred are bachelor of arts, bachelor of commercial science, bachelor of literature, and bachelor of mathematics. The organization is military, as the name of the school implies. The design of this feature is to bring about a just discipline and to direct to a high purpose the aimless energies of youth.—(Catalogue, 1875–'76.)

Kentucky Wesleyan University, Millersburg, (Methodist Church South,) reported in 1874–'75 a regular collegiate course of 4 years, with classical and scientific departments. No later information.—(Catalogue, 1874–'75.)

Murray Institute, Murray, (non-sectarian,) embraces primary, preparatory, and collegiate departments. There is a ladies' course which omits Latin and Greek, substituting for them music and the usual ornamental branches.—(Catalogue, 1875–'76.)

St. Joseph's College, Bardstown, (Roman Catholic,) is exclusively for Roman Catholic young men. There are two courses of study, the classical, for such students as desire to prepare for the ministry or the learned professions, and the commercial.—(Catalogue, 1875–'76.)

St. Mary's College, St. Mary's, (Roman Catholic,) also exclusively for young men, has a classical course of 4 years and a commercial one of 3. French and German are optional studies.—(Catalogue, 1875–'76.)

Warren College, Bowling Green, (Methodist Episcopal South,) apparently admits only young men, and has preparatory and collegiate departments, the latter with an optional course of study.—(Catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Besides the several colleges above mentioned into which women are received, 18, especially designed for them, report themselves for 1876 as having 124 teachers and 1,769 students, 396 of these in preparatory departments, 770 in regular collegiate studies, 91 in partial courses, and 6 in post graduate ones, leaving 506 not accounted for. Music, vocal and instrumental, drawing, and painting are taught in all these institutions; French in 13; German in 11; 12 have chemical laboratories and more or less philosophical apparatus; 4 some collections in natural history or geology, and 1 an art gallery.—(Returns for 1876.)

Statistics of universities and colleges, 1876.

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	11	0	287	14	$90,000	$36,000	$2,880	$1,200	$0	.....	2,000
Bethel College	7	.....	15	82	40,000	71,000	3,500	3,500	.....	.....	*a*1,500
Cecilian College	7	.....	80	9	30,000	.....	.....	10,000	.....	.....	*a*900
Central University*	10	.....	81	36	.....	.....	.....	.....	.....	.....	1,000
Centre College	8	0	75	85	80,000	175,000	9,596	2,688	0	$0	*a*9,247
Concord College	5	0	22	57	13,000	0	0	2,000	240	0	150
Eminence College	8	.....	37	127	50,000	.....	.....	6,800	.....	.....	*a*2,200
Georgetown College	8	.....	23	86	75,000	80,000	.....	.....	0	.....	*a*11,200
Kentucky Military Institute.	7	.....	10	41	130,000	0	0	4,000	0	0	4,000
Kentucky University	9	.....	.....	80	250,000	215,000	.....	.....	.....	.....	.....
Kentucky Wesleyan University.*	5	3	.....	85	30,000	43,000	3,000	.....	0	*b*100,000	*a*500
Murray Institute	5	.....	114	12	18,000	.....	.....	2,980	.....	.....	.....
St. Joseph's College	5	0	115	92	20,000	0	0	14,000	0	0	2,000
St. Mary's College	12	.....	...	103	50,000	.....	.....	17,500	.....	.....	.....
Warren College	5	.....	71	.....	50,000	40,000	1,200	2,500	.....	.....	.....

*From Report of Commissioner of Education for 1875.
a Includes society libraries. *b* Not all paid in.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND MECHANICAL COLLEGE.

This institution, located at Lexington and organized in 1866, offers a course of study divided into 9 distinct schools, viz: English language and literature, mental and moral philosophy, mathematics, chemistry and physics, natural history, civil history, modern languages, civil engineering and mining, and military tactics. A signal service station of the War Department has been established on the college grounds, where instruction is given in meteorology. Students desiring to pursue Latin and Greek or other branches of the college curriculum have access to such classes in the college of arts, without charge for tuition. Each county or legislative district is entitled to send 3 properly prepared students free of charge for tuition, making 300 State scholarships. Tuition to others is $30 annually. The course of study is completed in 4 years.—(Catalogue of university and return, 1876.)

THEOLOGY.

Instruction in theology is given in Danville Theological Seminary, Danville, (Presbyterian,) which has a three years' course of study; in the Western Baptist Theological Institute, a department of Georgetown College, where tuition is free and the course can be pursued concurrently with studies in the college; in the Bible College of Kentucky University, which is non-sectarian; and in the school of theology, Bethel College, (United Baptists,) which has a three years' course of study.

LAW.

The College of Law of Kentucky University provides a thorough course of instruction, except in merely local law, for young men preparing for the bar in any part of the United States. The course is completed in 2 years. No examination or particular course of previous study is required for admission.—(Catalogue of university, 1876.)

The College of Law in Central University also provides a two years' course of study. Instruction is given by text books, lectures, and moot courts. The course embraces international and constitutional law, common law and evidence, and criminal, commercial, and mercantile law.—(Catalogue of university, 1874-'75.)

MEDICINE.

Transylvania Medical College, a department of the State University, offers free of charge a two years' course of instruction in medicine, which may, if desired, be pursued in connection with the collegiate studies of the university.

The Hospital College of Medicine, a department of Central University, claims to offer superior facilities for the study of medicine, from its proximity to the Louisville Hospital, which contains accommodations for 400 patients and has, besides, an out-door department numbering over 5,000 cases annually. No less than 14 clinics are held during each week. There are, also, superior facilities for obtaining anatomical material. Course of study, 2 years.—(Catalogue and circular of university, 1874-'75, and return, 1876.)

The Kentucky School of Medicine, at Louisville, and the *Louisville Medical College*, organized in 1869, have each a course of instruction covering 2 years.

The *medical department of the University of Louisville* reports a course of study lasting one year and a present attendance of 273 students.—(Return, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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.)	10	....	105	4	$200, 000	$165, 000	$9, 900	.....	.....
SCHOOLS OF THEOLOGY.									
Bible College of Kentucky University.	3	....	50	....	.....	.....	.....	.....	.....
Danville Theological Seminary	4	4	22	3	12, 000	150, 000	9, 000	.....	10, 000
School of Theology in Bethel College.	a6	1	18	3	.....	60, 000	6, 000	.....	.....
Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.*b*	....	....	.....	....	.....	15, 000	.....	.....	3, 000
Western Baptist Theological Institute.	2	....	23	....	.....	48, 000	.....	.....	.....
SCHOOLS OF LAW.									
College of Law, Central University*	2	....	4	2	.....	.....	.....	.....	.....
Law College, Kentucky University..	6	....	23	2	.....	.....	.....	$960	.....
SCHOOLS OF MEDICINE.									
Hospital College of Medicine, (medical department Central University.)	14	....	84	2	15, 000	.....	.....	3, 200	.....
Kentucky School of Medicine.....	8	....	125	2	.....	.....	.....	.....	.....
Louisville Medical College	9	....	250	2	.....	0	0	.....	.....
Medical department, University of Louisville.	14	....	273	....	.....	.....	.....	.....	4, 000
Transylvania Medical College, (University of Kentucky.)	7	....	.....	2	.....	.....	.....	.....	7, 000
Louisville College of Pharmacy	3	...	32	2	*c*1, 000	2, 000	120	800	40

* From Report of Commissioner of Education for 1875.
a 5 of these are instructors in the literary department also.
b The funds are invested and used to educate young men in other seminaries until buildings are provided in Louisville.
c Apparatus.

SPECIAL INSTRUCTION.

INSTITUTION FOR THE BLIND.

This is located in the neighborhood of Louisville. The buildings are magnificent and well furnished with all the appliances of comfort; the grounds are fertile and the landscape picturesque. The State charges the parents of the pupils nothing for board or tuition, and, in cases of destitution, provides clothing while they are in school. The course of instruction embraces everything taught in the common schools, with the addition of music and various branches of handicraft. The boys are taught to make brooms and mattresses, to do general upholstering work, and to cane chairs. The girls are taught to knit, sew, do various kinds of fancy work, and use the sewing machine. There were 95 pupils under instruction during the year 1876.—(Centennial Exhibit, by Superintendent Henderson, pp. 29, 30, and report of the institution, 1876.)

INSTITUTION FOR THE DEAF AND DUMB.

This school is located at Danville, was established by legislative enactment in 1823 and has been in successful operation for 53 years. Every deaf mute child in the State of Kentucky, of sound mind and body, is privileged to receive all the benefits of this 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, and the Bible.

Attendance in 1876: males, 55; females, 56; total, 111.—(Centennial pamphlet by Superintendent Henderson, p. 30, and return to United States Bureau of Education, 1876.)

INSTITUTION FOR THE EDUCATION AND TRAINING OF FEEBLE-MINDED CHILDREN.

By act approved February 23, 1874, this institution was reconstructed and its purpose defined as being not an asylum for the custodial care of unimprovable idiots, but a school for the education of feeble-minded children. Such children, between the ages of 6 and 18, are entitled to the benefits of the institution without charge; and in the case of those who have not the means of transportation the expense is defrayed by the State. Special attention is paid in this institution to gymnastic training. Calisthenic exercises are engaged in daily, when every muscle of the body is brought into play. It is frequently found that as vigor of body is imparted activity of mind is excited, and that thus a complete recovery may result from this hygienic treatment. In the rudiments of learning, the pupils, says Superintendent Henderson, will pass any day as creditable a review and examination as the pupils of any ordinary common school in the Commonwealth.—(Centennial Exhibit, by Superintendent Henderson, pp. 31, 32.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual convention of the State Teachers' Association for 1876 was held in Bowling Green, August 7. The address of the president, Dr. H. A. M. Henderson, was on "The political economy of higher and technical education," showing its value in all industries and its capacity for increasing power and wealth. After the address of welcome by Dr. J. G. Wilson, and an appropriate response by the president, remarks were made and papers read by Professor Bartholomew on "Normal schools;" by Prof. J. W. Dodd, on "The Centennial;" by Prof. J. H. Gray and Prof. S. T. Lowry, on "Graded schools;" by Professor Joynes, of Vanderbilt University, on "The study of English;" by M. P. Caldwell, superintendent of the Louisville House of Refuge, on "Reformatory schools and reformatory education;" by Col. R. D. Allen, superintendent of Kentucky Military Institute, and Professor Stark, of Russellville, on "Coeducation of the sexes," the former taking ground against the plan and the latter in favor of it. Among other interesting exercises were singing and reading by ladies and gentlemen present, with recitations by Professor Kidd, a distinguished elocutionist from Indiana.

After the adoption of several important resolutions, among which were those favoring the establishment of normal and reformatory schools, the association adjourned to meet the next day at Mammoth Cave. At the close of a pleasant day spent in exploring its wonders, addresses were delivered to those who assembled on the verandah of the hotel by Superintendent Trousdale, of Tennessee, Maj. William J. Davis, editor of the Home and School, Prof. J. R. Hodges, of Texas, and Dr. H. A. M. Henderson. Thus ended one of the most delightful and profitable reunions ever enjoyed by the teachers of Kentucky.—(Report of the State superintendent, appendix, pp. 1–108.)

OBITUARY RECORD.

WILLIAM L. BRECKENRIDGE.

Dr. William L. Breckenridge, formerly president of Centre College, Ky., died December 26, 1876, on his farm at Raymore, Missouri, in the seventy-third year of his age.—(Ohio Educational Monthly, February, 1877.)

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.]

Members.	Post-office.
Hon. H. A. M. Henderson, State superintendent, president ex officio	Frankfort.
Hon. J. Stoddard Johnson, secretary of state	Frankfort.
Hon. Thomas E. Moss, attorney-general	Frankfort.
R. D. Allen	Farmdale
W. H. Bartholomew	

List of school officials in Kentucky—Continued.

COMMISSIONERS OF COMMON SCHOOLS.

[Terms extend from October 5, 1877, to December 1, 1878.]

County.	Commissioner.	Post-office.
Adair	Moses H. Rhozer	Columbia.
Allen	Hiram P. Bailey	Scottsville.
Anderson	F. M. Robinson	Lawrenceburg.
Ballard	Isaac K. Swain	Blandville.
Barren	R. P. Collins	Glasgow.
Bath	William 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 S. Hart	Princeton.
Calloway	D. Mathewson	Murray.
Campbell	Leo. Tibbatts	Grant's Lick.
Carroll	J. A. Donaldson	Carrollton.
Carter	F. M. Wilcox	Upper Tygert.
Casey	Ben. F. Bransam	Liberty.
Christian	G. A. Champlin	Hopkinsville.
Clark	Leeland Hathaway	Winchester.
Clay	John E. White	Manchester.
Clinton	Dr. John H. Grady	Albany.
Crittenden	Singleton Hodge	Marion.
Cumberland	John G. Craddock	Burksville.
Daviess	David F. Todd	Owensboro'.
Edmonson	O. P. Shackelford	Cave City.
Elliott	John W. Barber	Sandy Hook.
Estill	R. W. Smith	Irvine.
Fayette	John H. Carter	Lexington.
Fleming	John S. Power	Flemingsburg.
Floyd	Jos. M. Davidson	Prestonsburg.
Franklin	Dr. 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.
Green	Joseph Perry	Greensburg.
Greenup	J. W. Womack	Greenup.
Hancock	C. T. Duncan	Hawesville.
Hardin	James Vinson	Elizabethtown.
Harlan	John Nolin	Harlan C. H.
Harrison	W. Vaughn Prather	Cynthiana.
Hart	S. M. Payton	Munfordville.
Henderson	Dr. H. H. Farmer	Henderson.
Henry	Samuel Jones	New Castle.
Hickman	Rev. Willis White	Clinton.
Hopkins	George W. Murphy	Madisonville.
Jackson	Thomas H. West	Greenhall.
Jefferson	James F. Hobbs	Long Run Station.
Jessamine	J. C. Welch	Nicholasville.
Johnson	George W. Howes	Paintsville.
Kenton	Dr. J. C. Byland	Independence.
Knox	James E. Stewart	Barbourville.
Larue	F. S. Cessna	Hodgenville.
Laurel	John C. Brown	London.
Lawrence	James R. Dean	Louisa.
Lee	J. P. Brandenburgh	Beattyville.
Letcher	Marion Hall	Whitesburg.
Lewis	Joseph A. Sparks	Vanceburg.
Lincoln	John M. Philips, jr	Stanford.
Livingston	J. E. Lemen	Salem.
Logan	Dr. J. B. Evans	Russellville.
Lyon	William C. O'Hara	Eddyville.
Madison	C. A. Partello	Richmond.
Magoffin	Proctor Arnett	Salyersville.
Marion	Ben. F. Bowman	Lebanon.
Marshall	Elias Barry	Benton.
Martin	T. W. Newberry	Inez.
Mason	D. J. Recs	Fernleaf.
McCracken	James W. Eden	Paducah.

List of school officials in Kentucky—Continued.

County.	Commissioner.	Post-office.
McLean	J. M. Nicholls	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	Leslie Orear	Mt. Sterling.
Morgan	Robert C. Day	West Liberty.
Muhlenberg	Joseph F. Richardson	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	R. P. Rowe	Hartford.
Oldham	W. H. Slater	Beard's Station.
Owen	Thomas R. Gordon	Owenton.
Owsley	H. C. Hogg	Booneville.
Pendleton	G. M. Colvin	Morgan Station.
Perry	Joseph C. Eversole	Hazard.
Pike	James M. Lawson	Piketon.
Powell	J. S. Vivion	West Bend.
Pulaski	G. W. Shadoan	Somerset.
Robertson	C. N. Buckler	Mt. Olivet.
Rockcastle	J. J. Brown	Mt. Vernon.
Rowan	George A. Nickell	Morehead.
Russell	John A. Webb	Jamestown.
Scott	Matt. S. Bradley	Georgetown.
Shelby	S. E. Thompson	Shelbyville.
Simpson	G. W. Roark	Franklin.
Spencer	Joseph B. Cox	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	John W. Gant	Elkton.
Trigg	John R. Averitt	Cadiz.
Trimble	John T. Bashaw	Bedford.
Union	Candon C. Flournoy	Morganfield.
Warren	Samuel H. Richardson	Bowling Green.
Washington	Thos. R. Browne	Springfield.
Wayne	J. D. Shearer	Monticello.
Webster	R. K. Thornberry	Poole's Mill.
Whitley	William P. Croley	Whitley C. H.
Wolfe	William F. Elkins	Campton.
Woodford	Samuel B. Lyons	Versailles.

LOUISIANA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (6-21)	274,688	274,688	.....	.....
Enrolled in public schools	74,846	74,307	.....	539
Average daily attendance	Not given.	52,315	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	797	828	31	.....
Female teachers in public schools	760	787	27	.....
Whole number teaching	1,557	1,615	58	.....
Average monthly salary	$37	$31	.....	$6
SCHOOLS.				
Number of public schools	1,032	Not given.	.....	.....
Average duration of school in days	Not given.	97	.....	.....
Value of all school property	$896,100	$803,062	.....	$93,038
INCOME AND EXPENDITURE.				
Receipts.				
From State tax	207,406	259,736	$52,330	.....
From local tax	313,358	313,558	200	.....
From other sources	178,901	202,715	23,814	.....
Total receipts	699,665	776,009	76,344	.....
Expenditures.				
For sites, buildings, and furniture	60,182	7,335	.....	52,847
For salaries of superintendents	24,000	24,000	.....	.....
For salaries of teachers	573,144	*539,017	.....	34,127
For miscellaneous purposes	42,339	†205,657	163,318	.....
Total expenditure	699,665	776,009	76,344	.....
EXPENDITURE PER CAPITA —				
Of school population	2 45	2 41½	.....	03½
Of enrolment	9 40	8 93⅓	.....	46⅔
SCHOOL FUND.				
Amount of available school fund	Not given.	82 921	.....	.....

*Includes salaries of secretaries, porters, and portresses in New Orleans.
†Includes payments of previous indebtedness of parish school boards and $82,921 held by school board treasurers.

(Returns of Hon. William G. Brown, State superintendent of public instruction, for the two years indicated.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Bullard & Curry's Digest of Statute Laws of Louisiana, 1842, vol. 1, pp. 289–291; laws of 1847 and 1848; Pierce, Taylor & King's Revised Statutes of Louisiana, 1852, pp.

228–240; Phillips's Revised Statutes of Louisiana, 1856, pp. 187–208; Ray's Digest of the Statutes of Louisiana, 1870, vol. 2, pp. 370, 379–386; constitutions of 1845, 1852, 1864, and 1868; school laws of 1869, as amended by acts of March 16, 1870, March 16, 1871, February 21 and April 9, 1873; special report to New York legislature, 1867, by State Superintendent Victor M. Rice, p. 119; Barnard's Journal of Education, vol. 24 1873, p. 256.

EARLY LEGISLATION RESPECTING SCHOOLS.

Louisiana was admitted as a State of the Union in 1812 on the basis of a population of 76,556, reported in the census of 1810. While in its territorial condition, in 1808, authority had been given to institute elementary schools in each parish, (a division of the State answering to counties elsewhere.) In 1819 these schools were placed under police juries for general care of interests, and in 1821 under 5 trustees appointed by the police jury in every parish from the resident land owners, $800 being appropriated from the public funds to each parish for such schools, with liberty of increase by a local tax on the property of the parish. In 1833 the secretary of state was made superintendent of public education, and was required to submit annually to the legislature a report of the condition of schools, academies,* and colleges. In 1839 special authority was given to the second municipality of New Orleans to establish a system of public schools supported by a tax on property, on a plan prepared by Hon. Henry Barnard, of Connecticut, to whom the position of superintendent of these schools was tendered.

LEGISLATION UP TO THE WAR.

In the constitution of 1845 it was provided that there should be a superintendent of public education, who should hold office for two years, receive such compensation as the legislature should direct, and perform such duties as should be prescribed by law. This, in 1852, was amended to read: "*Provided*, That the general assembly shall have power, by a vote of a majority of both houses, to abolish the said office of superintendent whenever in their opinion it shall be no longer necessary."

The general assembly was also to establish free public schools throughout the State and provide for their support by general taxation or otherwise; amended in 1852 as follows: "All moneys so raised or provided shall be distributed to each parish in proportion to the number of free white children between such ages as shall be fixed by the general assembly."

The proceeds of all lands granted by the United States for schools, and of all such as should be subsequently granted without restriction to some other purpose, were, with the proceeds of estates of deceased persons falling to the State by law, to be held by the State as a loan, and be a perpetual fund, on which interest at 6 per cent. should be annually paid; which interest, together with [that of the trust funds deposited with the State under the act of Congress of June 23, 1836, and†] all the rents of unsold school lands should be appropriated to the support of such schools and be forever inviolable.‡

In accordance with these constitutional provisions, a law was passed in 1847—amended in 1852, 1853, 1855, 1857, and 1859—for the institution of means to educate the white youth of the State between the ages of 6 and 16 years, in such manner as should be prescribed by the directors of each district; any white person under 21 to have also the right to two years' tuition at the least. For this purpose there was to be levied in each parish annually one mill on the dollar of all taxable property, to be collected by the State tax collectors in the same manner as other State taxes. The State superintendent was to apportion the school fund thus collected, augmented afterward by a capitation tax of $1 on each free white male inhabitant over 21 and by the interest of a fund derived from the proceeds of United States land grants and other sources, for the support of free schools in the several parishes, in proportion to the number of white children in each parish of legal school age, and was forthwith to notify the parish treasurers of the amount apportioned and due their respective parishes. The treasurer was in his turn to notify the directors of each school district in his parish of the amount subject to their draft, the warrant of a majority of them to be his authority for the payment to them of the fund. The directors, 3 for each school district, were to appropriate to the support of free schools the moneys thus received by them for their districts, together with those derived from rent or interest on the proceeds of their school lands, determining how and when they should be expended. They were to establish a sufficient number of schools, employ teachers for them, and pay these

* One academy and one public library in each parish, to be supported by $50,000 raised annually, had been planned for while the State was yet a Territory.

† Added in 1852 to the provisions of 1845.

‡ The moneys arising from the sale of lands granted by the United States to this State for a seminary of learning, or from any kind of donation that should be made for that purpose, were also to remain a perpetual fund, the interest on which, at 6 per cent., should be appropriated to the support of a seminary of learning for the promotion of literature and of the arts and sciences, and never be legally diverted to any other use. Out of this provision grew eventually, after various constitutional and legislative changes with respect to it, the University of Louisiana.

out of the funds belonging to the district, establishing such rules and regulations as might be deemed proper for the government of the schools, and determining the different periods of the year when they should be taught.

For the building and furnishing of school-houses the directors were allowed — with consent of the majority of the voters of the district, obtained after due public notice — to levy a tax on the property in the district, and to the schools thus established all white children of the lawful age within the district were to have free admission. Other free whites not over 21 years old might also be admitted, provided that no claim should thence ensue to any further amount of public funds than the district would be regularly entitled to.

If no public schools were established in a district, the teacher of a private school in which any of the children of such district should attend was entitled to the same compensation for each child taught as if he had charge of a public school, and was to be paid in the same manner, *i. e.*, by a warrant on the parish treasurer, drawn by the directors of the district.

There was also provision for the payment of tuition for children who might attend school beyond the limits of their district, but within those of the parish in which the district lay; the directors of the district in which the school was attended drawing their warrant on the parish treasurer for the tuition money, and this being charged to the district to which the children belonged.

The district directors were, at each annual district meeting, to make report to the meeting of the amount of school funds apportioned to the district for the year and the ways in which these had been expended; of the number of schools taught, and the time for which they had been held; of the number of pupils attendant in each school and the number of school age not in any school; of the branches of study taught in school; and of the amount of money raised by district tax for purchasing, repairing, building or renting school-houses, or for other purposes, with an account of all disbursements. Their warrant to the parish treasurer, too, for the payment of teachers' salaries was to be accompanied with a statement from them showing the number of schools in the district in which children were taught by aid of the public funds, the number of children taught in them through such aid, the number who did not attend school, and the monthly rate of compensation for each teacher.

The parish treasurer was annually, in November, to make report to the State superintendent showing (1) the amount of school money he had received from all sources, designating each source; (2) the amount of money paid each district for school purposes; (3) the number of children who had attended school on the public foundation; (4) the average time the schools had been taught during the year. Originally it was a parish superintendent of schools, elected by the people and commissioned by the governor, who, acting as treasurer of funds intended for the districts, came between the district directors and the State superintendent, visiting the schools, examining and licensing teachers for them, filling vacancies occurring in boards of directors, appointing a board where there was failure to elect one, and making the report above indicated with reference to the schools. This useful office was abolished March 18, 1852.

The State superintendent, who by the law of 1847 was charged with the visitation of every parish once a year for the inspection of schools and awakening an interest in education, was annually, in the first week of the session of the general assembly, to report to it the condition of the public schools, the expenditures of the school money, plans for improvement of school funds, number of schools, number of children in them, times they were taught in each parish, payments for tuition in them, sources whence means for these payments were derived, number of school-houses, amount expended in erection of them, and all other matters he might deem important with reference to the working of the school system.

Quite careful guards were placed by the revised law around the sales of school lands and the expenditure of the annual school moneys, any surplus of which, with the proceeds of the sale of State school lands, was to form a "free school accumulating fund," to be invested in bonds of the State or of the city of New Orleans, bearing not less than 6 per cent. interest per annum. This fund, in 1859, November 1, amounted to $899,500. The amount of public money apportioned among the several parishes in March of that year was $303,324.34.

The effect of the system thus established was shown to some extent in the returns of the United States census for 1850, in which were reported, for Louisiana: public schools, 664; teachers, 822; pupils, 25,046; income from all sources, $349,679. In 1860 the returns were: public schools, 713; teachers, 856; pupils, 31,813; income from all sources, $469,210. Of this income about one-sixth in 1850 and one-eighth in 1860 appears to have been from tuition fees; most of the remainder from taxation and public funds.

LATER LEGISLATION.

The school system of the State was, of course, to a large extent prostrated by the war, and only partially revived at the conclusion of it. As to the children to be entitled to its benefits, an important change was made by the constitution of 1868.

Adopting, with reference to education, the main provisions of the preceding constitutions, it added: "All children of this State between the years of 6 and 21 shall be admitted to the public schools or other institutions of learning sustained or established by the State in common, without distinction of race, color, or previous condition;" and "there shall be no separate schools or institutions of learning established exclusively for any race by the State of Louisiana." This was so radical a change, and went so much beyond a very extensive public sentiment, that opposition to it on the part of a large portion of the formerly dominant white element was immediately aroused and has been in various ways since manifested. A law was passed, however, March 10, 1869, in conformity with the constitutional provision, making it a misdemeanor, punishable with fine and imprisonment, for any municipal, parish, State, or school officer, or any teacher of a public school to refuse to receive into a school any child of lawful age entitled to admission into the same; such causes to have preference before other criminal cases on the docket of the courts, and such persons so offending to be also liable to an action for damages by the parent or guardian of the child so refused.

Under this law the whole school system had to be reorganized, and with a view to the working of it in these novel circumstances the act provided for a State board of education, to consist of the superintendent of public instruction, of one member to be appointed from each congressional district in the State, and two from the State at large, under the management of which board all schools established and maintained by the State were placed.

The act further provided for a division of the State into six districts, corresponding with the congressional districts, and for the appointment over these of six division superintendents, to whom should be intrusted the supervision and general management of public schools in their respective districts, subject to the direction and control of the State board. For local management provision was made for the appointment, by the State board of district boards of school directors for each school district in the State, who were empowered to establish and control the schools in their respective districts, subject to the supervision of the district superintendents.

To raise the funds necessary for carrying out the new scheme of establishing and maintaining schools, a tax of two mills on the dollar of all taxable property in each parish was authorized and directed, it being left to the electors in each school district to raise what further local tax was necessary for building, hiring, and furnishing school buildings, provided that this local tax should not exceed five mills on the dollar in any year.

It was supposed by those who planned this law that it would secure the prompt establishment of an efficient system of public education in the State. But, with the most earnest endeavors put forth by those to whom the administration of the system was committed, much less was accomplished in the first year than had been hoped for. This was due probably to three causes: (1) An unusual centralization of authority in the State board, which, appointing all the local boards, took from the people the power of determining by whom their local schools should be controlled; (2) an insufficient provision for the support of schools, the increase of the State tax for this purpose from one mill to two mills on the dollar not even approaching the increase of school population to be provided for, now that every colored child was entitled, equally with every white, to the privileges of the schools; and (3) an indifference, and even sometimes bitter opposition, to a system which only offered education in the public schools to the children of the whites, who had been always free, on condition of its being shared in each instance with the children of the colored people, who had recently been slaves. These causes, strongly operative at first, have continued since to act in a great, though somewhat lessening, degree, impairing the full efficiency of the school system and inducing sometimes painful conflicts over the race question in the schools.

March 16, 1870, the second of these hindrances to progress was removed by an act which authorized parishes to double the amount for their schools by levying annually a parish tax of two mills on the dollar in addition to the State tax. The overcoming of the third hindrance was also provided for by a direction, in the same act, that the State superintendent should withhold its portion of school fund from any district failing to provide at least one public school, and that a board of parish directors, now first provided, should establish schools in such districts and maintain them out of the State or parish school taxes of the districts failing to do this themselves. A further improvement was made by constituting the 6 division superintendents and State superintendent the members of the State board of education, thus giving to its councils the benefit of the personal experience of members in the subjects that were to engage their attention.

The next year, March 16, 1871, the law was again altered, making it *obligatory* on the corporate authorities of parishes and school districts to raise an annual tax of not less than one mill on the dollar, nor more than two, for the lease, purchase, building, and furnishing of school-houses; while in any parish, city, or town where a board of school directors should fail to establish schools within sixty days after their appoint-

ment, the division superintendent was authorized to establish and maintain them out of the school funds of the parish, city, or town.

April 9, 1873, another amendment was made empowering school boards to *demand* of the local authorities the levy of an extra tax for that year and for each succeeding year, for the improvement and extension of the school system; such demand to be enforced by the imposition of a fine of not less than $100 nor more than $500, on any recusant officer after ninety days' neglect, as well as by removal of the recusant from office for his neglect.

This increasingly mandatory character of the law distinctly indicates the indifference of at least a large portion of the people to the public school system as presented to them. And the returns show that this indifference has not been overcome by the provisions of the law, those for 1871–'72 presenting an enrolment in the schools of 91,500 out of a school population of 246,290; those for 1874–'75 an enrolment of only 74,846 out of a school population 28,398 greater than in the former year; those for 1875–'76 an enrolment smaller still.

ELEMENTARY INSTRUCTION.

NO PRINTED REPORT.

The political convulsions by which the State was shaken during the latter part of 1876 so much affected the administration of the school system that no report of its operations for the year has been published up to the date at which this abstract goes to press. The summary of statistics which heads the abstract embodies, therefore, all the information to be had respecting public schools in Louisiana for that memorable year.

The late arrangement by which the Nicholls government comes into power places Hon. Robert M. Lusher in the chair of State superintendent of instruction, in place of Hon. Wm. G. Brown, who, according to the republican count, had been reëlected to the place. Mr. Lusher has been at the head of the Peabody Normal Seminary in New Orleans, and possesses enough of active energy and personal favor with the present ruling class to infuse new life into the partially paralyzed school system. It is hoped that he may do this.

TRAINING OF TEACHERS.

NORMAL SCHOOL AND DEPARTMENTS.

The Peabody Normal Seminary for Louisiana, at New Orleans, is sustained by local contributions and the Peabody education fund. It provides a three years' course of study, with preparatory and normal departments and a model school. Tuition is free to normal students. There were in 1875–'76, in the normal department, 45 students, all women. Drawing and vocal music are among the branches taught.—(Return for 1875–'76.)

Normal departments have existed in connection with New Orleans and Straight Universities, and Minden High School, Minden. No return from any of these departments for 1875–'76 is at hand.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Information in respect to the public high schools of the State is even more than usually lacking for the year 1875–'76. Such schools have existed in New Orleans, Baton Rouge, and in the parish of Iberville, but no information is at hand from any of them for 1876, save that found in the city school return for New Orleans; this simply gives the fact of the continued existence of the 3 high schools of that city, which had 465 enrolled pupils in 1875.

PRIVATE SECONDARY SCHOOLS.

Of this class of schools, 3 for boys, 3 for girls, and 1 for both sexes, 3 less than in 1875, report an aggregate of 42 teachers and 621 pupils, 46 of them in a classical course and 459 in modern languages. Out of the whole number, 51 were said to be preparing for a classical collegiate and 15 for a scientific collegiate course, while 23 were put down as having entered college from these schools in the preceding year. Instruction in drawing was given in 4 of these schools, in vocal music in 3, and in instrumental music in 2. Only 1 had, at the time of the report, a chemical laboratory, and only 2 any philosophical apparatus. Four report libraries of 200 to 1,600 volumes, the total number of volumes reaching 2,650.—(Returns to Bureau of Education, 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Of the former of these classes no school appears to be existent. Of the latter, 6 report 9 instructors, exclusive of the college faculty, and 387 pupils, of whom 15 were preparing for a classical collegiate course.—(Returns to Bureau of Education, 1876.)

BUSINESS COLLEGES.

Two of these institutions for training youth for business make return of 12 teachers and 279 pupils, 3 of them in telegraphy, 13 in German, and 20 in French. Both schools teach the common English branches and correspondence, penmanship, bookkeeping, banking, and commercial law. One teaches, also, the higher mathematics. One has a library of 514 volumes.—(Returns to Bureau.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF LOUISIANA, BATON ROUGE.

This institution appears to be still laboring under the embarrassing difficulties growing out of the loss of its original buildings, its consequent occupancy of those belonging to another institution, and the inability or disinclination of the State to meet its engagements to it. This last led, a year ago, to the necessary discharge of its large class of State students, and for a time endangered the loss of its able superintendent, Col. D. F. Boyd, who, as stated last year, had made up his mind to accept a position offered under the Khedive of Egypt. A letter from Colonel Boyd, dated January 6, 1877, indicates that this danger has been averted and that he still fills the place which he has done much to honor. Probably with a view to utilize the teaching force and apparatus of the university, recent legislation has united with it the Agricultural and Mechanical College of the State, which was last located in the outskirts of New Orleans. This gives it a scientific department in addition to its previous classical, legal, and medical ones. The statistics show, however, that the loss of the State students has greatly thinned the classes of the university, only 3 students appearing in its collegiate department and 20 in the preparatory, exclusive of those in the Agricultural College.—(Returns to Bureau of Education.)

OTHER COLLEGES.

Centenary College of Louisiana, Jackson, (Methodist Episcopal South,) reports preparatory and collegiate departments, the latter having classical and scientific courses with 4 years in each. It is apparently exclusively for young men.—(Catalogue, 1875-'76, and return.)

Jefferson College, St. James, (Roman Catholic,) is under the direction of the Marist Fathers, who regard education as one of their principal objects. The departments are preparatory, classical, and commercial. The French language is taught in all.—(Catalogue, 1875-'76, circular and return, 1876.)

Leland University, New Orleans, (Baptist,) excludes no pupils from its privileges on account of race, color, sex, or sect. Courses of study, preparatory, academic, collegiate, and theological. There is no additional information to that of last year except that $11,103 are stated in the Baptist Year Book to be the income of the university for 1876.

New Orleans University, New Orleans, (Methodist Episcopal,) with 4 departments, classical, scientific, normal, and theological, has a commanding influence among the colored people and a strong hold upon their confidence. It is second among schools of its class in New Orleans, as regards number of students.—(Report of State superintendent, 1875, and eighth annual report of the Freedmen's Aid Society of the Methodist Episcopal Church.)

St. Charles College, Grand Coteau, (Roman Catholic,) reports classical, scientific, and preparatory departments; 4 or 5 years in the collegiate course. It is conducted by the Fathers of the Society of Jesus. Only young men in attendance.—(Return, 1875-'76.)

Straight University, New Orleans, (Congregational,) under the auspices of the American Missionary Association, and devoted to the education of the colored race, in March, 1876, suffered the loss of its buildings by fire, supposed to have been the work of an incendiary. The school, however, lost but one day in consequence of this disaster, going on with the work in a rented building.—(American Missionary, April, 1877.)

COLLEGES FOR WOMEN.

Two institutions for the superior training of young women, one more than in 1875, report 8 instructors and 96 students, 29 of them in the regular collegiate course, the rest unclassified. The course in each is 4 years. One, the Silliman Collegiate Institute, at Clinton, is chartered and authorized to confer degrees. Both undertake to instruct in vocal and instrumental music and drawing, 1 in painting also, and 1 in French. Both report chemical laboratories and philosophical apparatus, and 1 a natural history museum. Both have libraries, one of 300, the other of 400 volumes.—(Returns for 1876.)

Statistics of universities and colleges, 1876.

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	....	49	12	$80,000	.....	.....	$1,931	.....	.....	a3,500
College of the Immaculate Conception.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leland University	4	....	150	.....	70,000	.....	.....	.....	.....	.....	450
Louisiana State University	5	....	20	3	82,055	$138,000	.....	.....	.....	.....	11,500
New Orleans University*	7	....	138	12	18,000	.....	.....	.....	.....	.....	.....
St. Charles College	8	0	10	28	30,000	0	$0	b6,000	$0	$0	a5,950
Jefferson College	15	....	20	.....	30,000	.....	.....	b18,060	.....	.....	a2,500
Straight University	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1875.
a Includes society libraries. *b* Board and tuition.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

LOUISIANA STATE AGRICULTURAL AND MECHANICAL COLLEGE.

This college, located at present in New Orleans, was organized and chartered in 1874. Its grounds and buildings are valued at $40,000; its income from productive funds is $13,734. Only young men are in attendance. The curriculum is divided into 2 schools or courses, requiring 4 years to complete either. The studies in these two, the agricultural and mechanical schools, are the same for the first two years, after which the student may select for himself the school in which he desires to graduate. The institution is reported as being in a very prosperous and satisfactory condition.—(Catalogue and return, 1876.)

LAW.

The law department of the University of Louisiana, at New Orleans, has a two years' course of study, embracing the law of nature and of nations, admiralty and maritime law, the common law, equity, constitutional law, and civil law.—(Catalogue and return, 1876.)

THEOLOGY.

Instruction in theology is given to some extent in Leland University, (Baptist,) in New Orleans University, (Methodist,) and in Straight University, (Congregational,) mainly to members of the colored race. New Orleans University reports a theological class of 8. Special contributions to a small amount, in aid of students for the ministry, have been received by the last mentioned institution.—(Report of Freedmen's Aid Society, Methodist Episcopal Church, and American Missionary Association.)

MEDICINE.

The Charity Hospital of New Orleans is a continuation of the New Orleans School of Medicine, which latter was organized and chartered in May, 1856. The course of study covers 3 years.

The medical department of the University of Louisiana, New Orleans, claims unusual facilities for affording medical instruction from the opportunity offered to observe disease in the Charity Hospital, which received, during 1874-'75, 4,845 patients. The course of study requires 3 years for completion.—(Catalogue and return, 1875-'76.)

DENTISTRY.

At the New Orleans Dental College the curriculum has been raised to meet the demands of the age for higher professional attainments. With the view of giving the largest scope and efficiency to the philosophical and scientific branches of the profession, an arrangement has been effected between the Charity Hospital Medical College and this institution for dental students to attend at the former the lectures on chemistry, descriptive anatomy, surgical anatomy, and physiology. The course includes 2 years of office pupilage and 2 courses of lectures.—(Announcement of college, 1876-'77.)

Statistics of schools for scientific and professional instruction, 1876.

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	....	176	4	$40,000	$196,200	$13,734	$0	300
SCHOOL OF THEOLOGY.									
Thomson Biblical Institute,* (New Orleans University.)	1	....	15	3	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law department, University of Louisiana.	4	....	23	2	15,000	.....	.....	2,500	.....
SCHOOLS OF MEDICINE.									
Charity Hospital Medical College..	15	....	....	3	35,000	.....	.....	3,000	1,200
Medical department, University of Louisiana.	9	....	120	3	150,000	0	0	12,245	1,800
New Orleans Dental College.....	10	....	5	2	*a*750	.....	.....	500	.....

*From Report of Commissioner of Education for 1875. *a* Apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Louisiana Institution for the Education of the Blind, at Baton Rouge, suspended in May, 1875, from want of legislative appropriation, has been enabled to resume its work, and reports an attendance in 1875–'76 of 17 pupils, and the receipt from the State of $4,000 for their support. Its course of study is meant to embrace 7 years.

The employments taught are broom and mattress making, seating of chairs, bead work, &c. There is a library of 200 volumes.—(Return for 1876.)

EDUCATION OF THE DEAF AND DUMB.

The Louisiana Institution for the Education of the Deaf and Dumb at Baton Rouge, has, since its organization in the year 1852, given instruction to 218 pupils, during an average term of about 5 years for each. The present attendance numbers 40, of whom 24 are males and 16 females. It would reach at least 60 if those were present who were unable to return because of the want of means. The branches taught are language, scripture lessons, geography, physical geography, physiology, arithmetic, history, natural philosophy, drawing, penmanship, grammar, astronomy, and chemistry. It has not been practicable to provide a teacher whose method of instruction would lead to what is generally called visible speech. There is a library of about 300 volumes.—(Catalogue and return, 1875–'76.)

LIST OF SCHOOL OFFICIALS IN LOUISIANA.

Hon. ROBERT M. LUSHER, *State superintendent of public instruction, New Orleans*

STATE BOARD OF EDUCATION.*

[Term, 3 years from January 1, 1877.]

Name.	Post-office.
Hon. Robert M. Lusher, State superintendent, ex officio president	New Orleans.

*The State board is composed by law of the State superintendent of public instruction, and of the six division superintendents, to whom is intrusted the supervision of public schools in the six congressional districts of the State. The names of the division superintendents for 1877–'80 have not been received.

MAINE.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (4-21)	221,477	218,490	.....	2,987
Enrolled in public schools	157,323	156,148	.....	1,175
Average daily attendance	100,641	102,451	1,810	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	1,984	2,151	167	.....
Female teachers in public schools	4,475	4,284	.....	191
Average monthly pay of males	$37 00	$35 45	.....	$1 55
Average monthly pay of females	18 00	17 04	.....	96
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State	3,953	3,972	19	.....
Parts of districts	368	350	.....	18
School-houses	4,180	4,261	81	.....
Built during the year	104	86	.....	18
Value of all school property	$3,019,549	$3,005,290	.....	$14,259
Average duration of school in days	117	118	1	.....
INCOME AND EXPENDITURE.				
Receipts from State tax	$274,570	$224,580	.....	$49,990
Receipts from local tax	847,655	657,705	.....	189,950
Receipts from permanent fund	19,558	24,033	$4,475	.....
Receipts from other sources	171,520	184,127	12,607	.....
Total receipts	1,313,303	1,090,445	.....	222,858
Expenditure for sites, buildings, and furniture.	110,725	164,399	53,674	.....
Expenditure for pay of superintendents	29,668	30,866	1,198	.....
Expenditure for pay of teachers	1,046,766	897,056	.....	149,710
Expenditure for fuel, rent, repairs, &c.	126,144	156,441	30,297	.....
Total expenditures	1,313,303	1,248,762	.....	64,541
Expenditure per capita of school population.	5 41	5 00	.....	41
Expenditure per capita of enrolment	7 68	7 01	.....	67
Expenditure per capita of attendance	12 01	10 67	.....	134
SCHOOL FUND.				
Amount of permanent fund	400,558	400,558	.....	.....

(Reports and returns from Hons. Warren Johnson and W. H. Corthell, State superintendents of common schools, for the years above indicated.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Laws of Maine; report of Hon. W. H. Corthell, State superintendent, 1876.

EARLY ACTION.

Maine, from the time of its first permanent settlement till 1820, was a dependency of Massachusetts. Hence the famous Massachusetts laws of 1642 and 1647 took effect in

her as in the parent State: the former compulsory as to the teaching of children and apprentices to read the English tongue and have knowledge of the capital laws; the latter imperative as to every town of 50 families setting up a school for elementary instruction, and every one of 100 families setting up one for higher secondary training. That these laws were not intended to be mere advice is evident, since both had decisive penalties affixed to any violation of them. And there is little doubt, from the records which have been transmitted to us, that they and the revised school law of 1789 met in Maine, as in Massachusetts, with a very general observance, for such laws were not, in that region, so much guides to public sentiment respecting education as exponents and indications of it.

FIRST STATE ACTION.

Admitted into the Union March 15, 1820, Maine, in the constitution with which she entered it, required her legislature to oblige the several towns to make suitable provision for the support of public schools. Accordingly, at the same date, in 1821, a law was passed requiring that every town and plantation should annually raise and expend for the maintenance of schools therein a sum of money (including the income from any incorporated school fund) not less than 40 cents for each inhabitant. These schools were to be taught by school masters duly qualified; but a part, not exceeding one-third, of the money allotted to any school district might be applied to the support of a school taught by a mistress, while, if the sum so allotted to a district in any year should not exceed $35, the whole might be expended in the same manner.

In each town and plantation there was to be chosen, at the annual meeting, a superintending school committee, to consist of not less than 3 nor more than 7 persons, whose duty it should be to examine school masters and mistresses proposing to teach school, licensing only such as should present evidence of good moral character and sustain a creditable examination. The committees were empowered to visit and inspect the schools of their respective towns or plantations, to dismiss incompetent or unfit teachers, and to direct what school books should be used in the schools.

For each school district there was to be chosen at the annual town meeting an agent, whose duty it should be to hire duly licensed school masters or school mistresses for their respective districts and to provide the necessary fuel and utensils for the schools.

The several towns and plantations were authorized to determine the number and assign the limits of school districts, and each district was made a body corporate, with power to sue and be sued and to take and hold real or personal estate for the support of schools therein. Districts were to determine for themselves, at a duly called meeting, as to the erection, repair, furnishing, purchasing, or removing a school-house, subject, however, to revision of their action by the annual town or plantation meeting, on appeal of the selectmen or assessors.

The assessors of each town and plantation were to assign to each school district in it a proportion of the money raised each year for the support of schools according to the number of children of school age, (4–21,) provided that, when any town or plantation should raise a sum beyond the 40 cents required from each inhabitant, the surplus might be distributed among the districts in such manner as the town or plantation might determine; and if any town or plantation should fail to raise and expend annually for the support of schools the minimum sum above required, it must forfeit and pay annually from twice to four times the amount of such failure or deficiency.

Treasurers of towns or plantations were to have authority to enforce the collection of a regularly voted tax for schools, the same as in the case of any other tax.

AMENDATORY ACTION.

Under the law thus enacted there was no penalty for a town neglecting to choose a superintending school committee; this was amended in 1825 by imposing a fine of $30 to $200 for such neglect. There was no authority given the committee to expel unruly scholars; this authority was conferred the same year. There was no specification when or how often they should visit the schools; this was defined to be twice during the session, once within 3 weeks after the beginning and once within 2 weeks of the close. There was no statement when the census of school children, on which the distribution of school money should be based, was to be taken; this was fixed for May 1 in each district. There was no permission to appropriate any portion of the school money to fuel and repairs; this permission was accorded and 10 per cent. fixed as the amount. There was no direction for collecting and preserving school statistics; this in 1825 was required to be done by the selectmen of the town once in three years, reporting to the secretary of state the number of school districts, number of scholars in each, number usually attending school, length of school sessions, and money expended for the same.*

In 1827, February 16, authority was given to form districts out of two or more towns,

*From 1839 to 1842 it was required that these returns be published and distributed throughout the State, the making of them being called for every year instead of every three years.

to grant outlying settlements on islands and elsewhere their due proportion of school money, and to determine, in any district where schools were kept for part of the year by a master and part by a mistress, what description of scholars should attend each school. This was, substantially, the beginning of a graded system.

In 1834 there was a general revision of the school laws, with a reënactment of the revised code as one statute. In this revision, town school committees were made to consist of 3 to 5 members, instead of 3 to 7. The committees were required to perform their duties under oath and to make to the annual town meeting a written report of the condition of the schools under their supervision. Districts were allowed to admit to their schools pupils from other districts, if they chose. A general permission was also given towns to avail themselves of a mode of school organization which had been granted by special acts, in 1822, 1828, and 1832, to Portland, Bath, and Bangor. This was, in substance, to abolish the school districts in the town and confer on the town committee all the powers conferred by law on district agents and superintending school committees, thus unifying the school system of the town throughout.

In 1841 another revision of the law required school committees to make the town school returns to the selectmen 14 days prior to the annual town meeting, granted each committeeman $1 a day for services, and added somewhat to the slender qualifications previously required of school mistresses.

All these amendments, however, struck at minor defects, and left still untouched the main one, which was the lack of any central influence to bind together in a common union the hundreds of towns and thousands of school districts throughout the State. Intelligent men, both in the legislature and the schools, began now to perceive that this want was the one thing to be supplied, and from this time for some years we see

EFFORTS TO UNIFY THE SYSTEM.

First in this line was a proposition from Hon. E. M. Thurston, in the legislature in the winter of 1843, to create a board of school commissioners, to consist of one from each of the 13 counties in the State, and to be appointed by the governor and council. These were to form centres of unity for their respective counties, harmonizing the labors of the school committees and school agents, and acting as mediums of communication between them and the State. The measure, after a full discussion, which brought out the evils of the existing irresponsibility and isolation of school districts, passed the house, but was defeated in the senate.

In 1845 Hon. Stephen H. Chase, of Fryeburg, then chairman of the committee on education in the State senate, brought up the matter again, and introduced a bill providing for a board of 3 to 5 State school commissioners, to be appointed by the governor and council. This also failed to pass.

The debates upon these bills brought out distinctly the fact that teachers and school officers all over the State were working independently of one another, without any opportunity for comparison of efforts or results, without any association to bring them together for this end, and without any centre of unity whatever. The consideration of these things told upon the minds of those most interested, and in January, 1846, a State convention of teachers and friends of education met at Augusta to consider how these evils could be best amended. The result of their deliberations was the appointment of a committee to memorialize the legislature as to the means to this amendment. The means suggested was the creation of a State board of education. The memorial asking for this met a welcome from the joint committee on education in the legislature, of which Hon. E. M. Thurston was happily the chairman, and through him a bill for establishing such a board was reported, passed, and became a law by approval of the governor July 27, 1846.

STATE BOARD OF EDUCATION.

The board provided for was to consist of one member from each county, elected by the school committees of the several towns and clerks of the several plantations in it for a term of service of one year, with a secretary chosen by the board at its first meeting in each year. The members of the board and secretary were to be severally sworn to the faithful performance of their duties. These duties were to assiduously examine the practical operation of those parts of the constitution and laws of the State which provided for public education; to collect and disseminate information as to the location and construction of school-houses, as to the arrangement of school districts and the use of the best school apparatus, as to the best and cheapest method of introducing uniform school books, as to the practicability and expediency of establishing school district libraries, as to the advantages of normal schools or other schools for educating teachers, as to the best means of promoting education in new settlements, as to improvements in teaching the branches of study pursued in common schools and introducing other useful branches. In pursuance of these objects, they were to consult with school committees, school agents, and other authorities for the purpose of ascertaining, recommending, and promoting all such improvements in the common school system as should be consistent with the constitution and laws of the

State and promotive of the welfare of the people. The secretary, whose salary was made $1,000, was to be the active agent of the board, prosecuting continually these inquiries, attending the county meetings for election of members of the board, and consulting with the school committees there assembled and with the friends of public education generally, and preparing a report embodying the results of the investigations made during the preceding year. With a view to thorough unification of statistics he was authorized to furnish, under the direction of the governor and council, such blank forms for returns respecting schools as the board of education should recommend.

Here was, at last, a central influence for good, around which and through the agency of which the elements of an effective State school system might be crystallized and from which might emanate all improving suggestions needed.

The board met first at Augusta, December 16, 1846, and chose as its secretary William G. Crosby, of Belfast. It remained in session five days, and appointed committees to attend to various branches of its work and make report at its next session. That was held May 5, 1847, and for some days following, when the reports of the various committees were received and the secretary read his annual report, which was afterward submitted to the legislature, showing the number of children of school age to be 201,992; the number enrolled in winter schools, 94,217; the number in summer schools, 96,127; the average length of schools, 21 weeks 1 day; the average wages of teachers, exclusive of board, $16.71 a month for males and $1.52 a week for females. These were the first reliable statistics respecting the schools of the whole State.

The first fruits of the action of the board were the establishment of teachers' institutes in every county, in accordance with its recommendation and with a law which was passed at its request. These institutes brought together for instruction and mutual improvement 1,686 teachers the first year. They were trained in classes and by lectures, as in a normal school. Recitations were held in all the branches usually taught. New methods of teaching were exemplified; new ideas as to classification, government, and management were propounded; thought was quickened, errors were corrected, methods of instruction and discipline improved. These institutes, under the agency of the State board, became the means of infusing a new life into the school system, and soon resulted in the formation of teachers' associations for voluntary debating of practical questions and interchange of sentiments as to all school affairs.

As a further result of the influence of the board the school laws were considerably improved. School committees were reduced to 3 in number, instead of 3 to 5; were to hold office in each case three years, one being elected annually; and were permitted to locate a school-house when a district could not agree on a location. Districts were authorized to determine what part of the school money should be used for a school taught by a master and what part for one taught by a mistress. Two or more districts were allowed to unite for the support of graded schools. Towns were accorded larger powers for the organization of their local school systems and were authorized to make by-laws against truancy. Teachers were required to add several additional studies to those in which they had been wont to be examined. The powers and duties of school agents were more thoroughly defined and those of school committees were increased.

But, useful as the board thus proved itself, its existence reached through only six years. In 1852, in the midst of its work of improvement and unification of the school system, it was abolished, Superintendent Corthell says, "because it was not a political power, and could not be used to reward political favorites."

COUNTY COMMISSIONERS.

In place of the abolished board came at once, April 26, 1852, county commissioners of schools, appointed annually by the governor and council, one for each county, to hold office for a year; each one to spend not less than 50 days, during the term of winter schools, in visiting the towns in his county for the purpose of promoting, by addresses, inquiries, and other means, the cause of common school education. Each was to also make annually to the legislature a report of his doings under the act, of the character of the teachers of his county, and of the order and condition of the schools and school-houses.

Under this organization, the school system went on for two years, from April, 1852, to April, 1854, without any central head to guide and influence its movements. The need of such a head became continually more apparent, and in the last named month a law was passed providing what had long been wanted,

A STATE SUPERINTENDENT OF SCHOOLS.

This new officer was to be appointed by the governor and council, was to hold office three years, was to have essentially the same duties to perform as had been discharged by the State board and its secretary, was to give his whole time to these duties, and was to receive as compensation $1,200 annually, with expenses. He was to issue forms for school returns; to receive all printed ones from school officers; to embody the substance of them in an annual report, with the returns made to the State secretary; and was to hold each year in each county of the State a teachers' convention, for mutual consul-

tation, discussion, and instruction, being allowed $2,000 for defraying the expense of such conventions. Four years afterward a new law substituted teachers' institutes in each county for these county conventions, and made it the duty of the superintendent to hold a State educational convention once each year, with a view to bringing together the teachers, school committees, and friends of education generally, for consultation with reference to the interests of common schools and the most approved methods of instruction. The salary of the officer was by the new act, raised to $1,800, with expenses not to succeed $500 more, and an office was given him at the seat of government.

County supervisors of schools were authorized in 1869 by a law which was repealed in 1872. A compulsory school law in 1875 required that every child between the ages of 9 and 15 years should, unless excused therefrom by the school officers, attend school at least three months in each year.

The successive occupants of the State superintendent's chair have been — not all continuing for the full term — Charles H. Lord, June 12, 1854, to March, 1855; Mark H. Dunnell, March, 1855, to the close of that year; J. P. Craig, for the year ending December 31, 1856; Mark H. Dunnell, once again, from January, 1857, to March, 1860; E. P. Weston, from that date to 1863, when he was reappointed for a second term, resigning, however, at the close of 1864. In his place Rev. Edward Ballard was appointed, in May, 1865; his successor, from March, 1868, until 1876, being Warren Johnson; and his, the present State superintendent, Rev. William J. Corthell.

ADJUNCTS TO THE SYSTEM.

School funds.— In 1828 the first movement toward a permanent school fund was made by the legislature setting apart 20 townships of public land as a basis for a school fund. In 1834 these were directed to be sold and the proceeds paid into the public treasury. The 20 townships netted only $110,000, though the sales covered nearly 15 years. By act of 1848 the interest of this fund, at 6 per cent., was directed to be annually distributed in aid of local funds for the support of schools. In 1856 there were set apart 24 half townships more for the same purpose, and in 1864 the timber on 10 townships besides; but what has been derived from these sources is not stated beyond the fact that the fund now amounts to $400,558. An act of March 4, 1833, required that a bank tax of one-half of 1 per cent. on the capital stock of each bank in the State should be reserved for public instruction and apportioned annually on the basis of the number of children of school age. This, with the interest of the permanent fund, sufficed as a State aid to the local tax of 40 cents for each inhabitant till the establishment of national banks, when the bank tax so diminished as to compel the raising of the local rate, in 1865, to 75 cents for each inhabitant, and in 1868 to $1. This still proving insufficient to meet the growth and increased expense of schools, a State tax of one mill on the dollar of all property was ordered to be annually assessed and distributed for school purposes, in addition to the income from previous sources. The total income, State and local, reached, in 1875–76, $1,090,445.

Normal schools and institutes.—The rise of institutes for fuller training of teachers already in the schools has been already noticed. They had a somewhat fitful existence from 1847 to 1875, when, from lack of attendance, they were given up. A training of those proposing to teach was undertaken, through normal departments in 18 academies, in 1860, but it failed, and was relinquished in 1862. The next year a law for the establishment of two State normal schools was passed, and these, opened one at Farmington in 1864 and one at Castine in 1867, have, with two auxiliaries at Pittsfield and Vassalboro', done much to improve the teaching force.

Educational associations.—The voluntary educational convention of 1846, which led to the establishment of a State board of education, resulted in no permanent teachers' association at that time. Some county and town associations of the kind were formed in 1848 and subsequently, and their exercises, continued through annual, quarterly, or monthly meetings for several years, are said to have aided greatly in enlarging the views of teachers and improving the educational interests of the towns in which they were held. The first State teachers' convention to adopt an organization for continuance of its work met at Waterville November 16, 1859, adopted a constitution, and provided for future meetings. These were held in 1860, 1861, 1862, 1863, and 1864, were then intermitted for two years, and have since been annually continued, bringing together teachers, school officers, and friends of education, for discussion of the various topics growing out of school work.

Educational journal.—The Maine Teacher, established by Superintendent Dunnell in 1858 and continued, with some changes of name and purpose, till 1875, was in that year united with the New-England Journal of Education, in which a department was assigned to Maine.

Graded and high schools.— Graded schools have grown up mainly in the cities and populous towns, Portland leading with one in 1823, till now more than 150 towns report such schools; the full graded course reaching generally in the cities through 4 primary, 5 grammar, and 3 high school years. The high schools, coming in place of the old academies for the imparting of secondary training, have since 1873, under a law

passed in that year, received most of the academies into their ranks under the title of free high schools; the motive to the change having been a subsidy offered by the State, not to exceed $500 a year, for such as should surrender their property to the places in which they were kept, submit to town supervision, and receive pupils for high school instruction on a fund raised by the town beyond the regular amount for common schools.

ELEMENTARY INSTRUCTION.

NO ROOM FOR DETAILS.

The space given to the school history forbids the introduction of any matter under this head, except that which relates to cities. The summary of statistics at the outset of this abstract contains the chief elements of information. For Kindergärten, see Table V.

CITY SCHOOL SYSTEMS.

AUGUSTA.

Officers.—The schools in a portion of the city are under the supervision of a superintending school committee, those of the "village district" are under that of a board of directors.

Statistics.—Whole number of children in village and city districts, 2,269; registered in summer schools in city districts, 542; average number attending, 445; number registered in winter schools, 576; average number attending, 449. Number of men teaching in winter, 7; women, 14. Number of women teaching in summer and fall, 41. Average wages of men per month, $32.91; average wages of women per week, $4.97. Average cost of teacher's board per week, $2.37. In addition to the foregoing there was in the village district an enrolment of 1,180 pupils, a maximum attendance of 691, and an average attendance of 537, making a total enrolment in all the schools of about 1,739 and an average attendance, winter and summer, in city districts of 447, and in village districts of 537; total, 984.

Remarks.—The schools of the village district are graded as primary, intermediate, grammar, and high, the first three grades occupying each 3 years. The high school course lasts 4 years, and comprises English, classical, and mixed departments, the latter including the study of Latin, and the classical both Latin and Greek. The largest number belonging to the high school at any one term was 71, the total average being about 61.—(Reports of Supervisor of Schools G. E. Weeks, and of directors of village district for 1875–'76.)

BANGOR.

Officers.—A superintending school committee of 7 members, with a school agent and a truant officer.

Statistics.—Population, 18,500. Youth of school age, 5,123; attending public schools during winter term, 3,367; during summer term, 3,092; average attendance for the former, 2,744; for the latter, 2,592; for the year, 2,668. Percentage of average attendance to the school census, 52; to the number registered, about 80. Teachers regularly employed, 78; whole number, 94. School-houses, 36; rooms, 75. Receipts for public schools, exclusive of $6,600 for furniture and heating apparatus for a new building, $38,349; expenditures, exclusive of the same, $40,052. Attendance on private schools, about 300.

Notes.—The attendance has averaged nearly 100 in excess of the preceding year, and would have been still larger but for the prevalence of contagious sickness. The schools are graded as primary, intermediate, grammar, and high, the high school course covering four years and including both Latin and Greek. The primary course appears to be of 1 year, the intermediate of 2, the grammar 4. A new and handsome schoolhouse, well arranged, well ventilated, and provided with all necessary conveniences, adds much to the school accommodations.—(Reports of school committee and agent for 1875–'76.)

LEWISTON.

Officers.—A school committee of 15 members and a city superintendent of schools, who acts as secretary to the board.

Statistics.—Estimated population, 20,000; children of school age, (4-21,) 6,479; number from 4 to 15 years of age, 4,044; different pupils registered, 3,560. Average number belonging, 2,200; average attendance, 2,056; per cent. of attendance to average belonging, 93.4. Number of schools, 53; teachers: men, 3; women, 65; total, 68. Expenditures for teachers' salaries, $25,812.33; for all purposes, $44.169.89.

Remarks.—The organization of the schools consists of Kindergärten, primary, intermediate, grammar, and high. Of the 27 primary schools, 4 are Kindergärten. There is also a normal practice class, sustained by the school board, for training young women, residents of the city and graduates of the high school, who wish to become teachers. Nearly half the teachers employed in the city are graduates of the high

school and also of the normal practice school. The course of study in the high school includes four years, there being an English, an English and classical, and a college preparatory department, the latter including the study of Latin and Greek.—(Report, 1875–'76, of school committee and Thomas Tash, superintendent.)

PORTLAND.

Officers.—A superintending school committee of 7 members, 1 for each ward, and a superintendent of city schools.

Statistics.—Estimated population, 36,000; children of school age, (4-21,) 10,101; number 4–16 years of age, 7,479; pupils enrolled, 5,290; average number belonging, 4,578; average attendance, 4,268; per cent. of average attendance on enrolment, 80.7; on average belonging, 93.2. Number of schools, 22; of teachers, 111, including special teachers of penmanship, drawing, music, and French. Expenditures for public schools, $83,688.

Remarks.—The schools are graded as primary, grammar, and high. Some modifications which have seemed to be advisable have been made in the course of study. In the primary schools, reading by Leigh's type, music, and geometry without reasoning, (to cultivate the imagination with simple and useful geometrical conceptions,) were introduced. In both primary and grammar schools great attention is paid to reading and writing. In the high school the English course has been made as full and complete in its range as the time given to it will allow. There were during the year, on an average, 407 pupils belonging to this school, the per cent. of attendance on enrolment being 94.

The results in drawing, after only 20 weeks' instruction, under 2 successive special teachers, have been highly gratifying, it seeming almost incredible that so much progress could be made in so short a time.—(Report of school committee and of Superintendent of Schools Ephraim Hunt.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The Western State Normal School, Farmington, established in 1863 for the purpose of training teachers, has a regular course of 2 years. It includes the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils. The art of school management, including the best methods of government and instruction, has a prominent place in the exercises. Tuition is free to students of the required age—17 for young men and 16 for young women—pursuing the regular course of study and pledging themselves to teach in the public schools of Maine for as long a time as they remain connected with the normal school. During the 12 years of the existence of the school up to 1876, more than 1,200 young men and women were connected with it, and 241 had been graduated from the complete course. The attendance in 1876 was 194, (52 men and 142 women;) number of graduates, 31. (Catalogue and return, 1876.)

The Eastern State Normal School, at Castine, like that at Farmington, was devoted, by the law establishing it, to the work of training teachers for their labors; but such is the low condition of common school education in the State that much of the work of the school is necessarily preparatory. The professional course of study covers two years, but there is a preparatory course of one year which those must enter who cannot pass a satisfactory examination. Tuition is free; so, also, are most of the text books. The attendance of normal students in 1876 was 300, of whom 120 were young men and 180 young women. Graduates during the year, 22.—(Catalogue for 1874–'75 and return for 1876.)

NORMAL DEPARTMENTS.

The normal department of Maine Central Institute, Pittsfield, was organized in 1871; has a ccurse of two or two and a half years; charges $22 annually for tuition; received an appropriation of $600 from the State in 1876; and had in that year an attendance of 17 normal students, of whom 2 were graduated and are now engaged in teaching.—(Return for 1876.)

The normal department of Oak Grove Seminary and Commercial College, Vassalboro', organized in 1857, has a four years' course of study; received $600 from the State in 1876, during which year there were 90 normal students, 40 young men and 50 young women; annual charge for tuition, $18.—(Return for 1876.)

SECONDARY INSTRUCTION.

FREE HIGH SCHOOLS.

The present free high school system of the State, established in 1873, provides for the payment by the State of one-half the expense for instruction in free high schools, (the

sum not to exceed $500 to any town,) provided that towns and districts desiring such schools shall make for their support (exclusive of the amounts required for common school purposes) special appropriations covering the remainder of the expense, and that tuition shall be free to all residents of the towns or districts in which these high schools are located.

Although the proposed schools are termed high schools, it is not expected that they will come up to the full grade of classical schools, or even the ordinary academy, at first. They are to be the people's high schools for a superior English and scientific education, excluding at first simply all primary classes, and affording the general culture demanded by the increasing business, manufacturing, and mercantile wants of the times. The wisdom of the State in establishing this system has already been conclusively demonstrated. Besides opening to large numbers of youth sources of culture not otherwise attainable, they have had a marked influence upon the common schools in giving them better teachers and inspiring their pupils with new incentives to work. Since 1873 schools have been established under this law in 210 out of the 421 towns of the State and there has been an attendance upon them of 38,585 pupils. The cost to the State has been only $107,737; entire cost, $322,100. The number of towns in which high schools were in operation in 1875 was 157; number of pupils registered, 13,469; average attendance, 11,444; cost to the State, $38,633; entire cost, $118,296. Number of pupils engaged in the study of ancient languages, 2,842; of modern languages, 1,148; of the natural sciences, 4,066.—(State school report, 1875, pp. 36-45.)

PRIVATE ACADEMIES.

In 1 school of this class for boys and in 23 for both sexes there are reported, for 1876, instructors, 76; pupils, 2,560. Of these, 463 were in classical courses, 178 in modern languages, 185 preparing for a classical course in college and 88 for a scientific course, while 39 had entered college at the close of the studies of the previous year. Drawing was taught in 6 of these schools, vocal music in 11, instrumental in 14. In 12, chemical laboratories were possessed; 18 reported apparatus for illustration of natural philosophy; while 16 had libraries of 75 to 2,000 volumes, the whole number of volumes being 8,290.—(Returns to Bureau of Education.)

PREPARATORY SCHOOLS.

Seven schools claiming to be specially engaged in preparing students for college report, for 1876, 32 teachers and 219 students, 215 of whom were preparing for a classical collegiate course and 4 for a scientific course. Entered college the preceding year, 47. Three of the 7 schools have chemical laboratories; 5, more or less apparatus for illustration of studies in natural philosophy; 3, halls or appliances for physical exercise; and all the 7, libraries of 50 to 2,000 volumes, the whole number of volumes being 3,345.—(Returns to Bureau of Education.)

BUSINESS COLLEGES.

Two of these—1 at Augusta, 1 at Portland—report 6 teachers and 378 pupils for 1876, without remark as to the studies in which these were engaged. Both, however, undertake to teach common English branches and correspondence, penmanship and bookkeeping, and 1 adds to these commercial law.—(Returns to Bureau of Education.)

SUPERIOR INSTRUCTION.

Bowdoin College, Brunswick, (Congregational,) was originally presented for charter as "Maine College," but it changed its name in honor of Gov. James Bowdoin, of Massachusetts, from whom it received considerable gifts of lands and money during his life, besides a library, mineralogical cabinet, gallery of paintings, and apparatus after his death. In the date of its charter, 1794, it ranks sixteenth in order among the colleges of the United States, though its organization was not effected till 1802. Its medical school was established in 1820; its scientific department, in 1872.

The classical department has the usual 4 years' course of study, in which, however, are several optional branches from the third term of the sophomore through the three terms of the junior year.

To those who wish to pursue special studies and to graduates who propose to study after graduation, with or without a view to a degree, facilities are afforded either for private study or study in connection with classes in the college or medical school.—(State report for 1875-'76, pp. 103-105, and catalogue for 1876-'77.)

Bates College, Lewiston, (Free Baptist,) embraces preparatory, collegiate, and theological departments. There are 19 scholarships for the purpose of aiding needy students. Ten of these are State scholarships, and in bestowing them preference is given to the children of those who fell in defence of their country. One of the 9 private scholarships, endowed by the late Hon. Asa Redington, LL. D., of Lewiston, is for a lady student. The philosophical and chemical apparatus is sufficient for a full course of illustrative lectures, and is increased yearly by a fund devoted to the purpose. A large

collection of New England birds has recently been added to the department of ornithology. The institution has been, from the first, open to young women, in this respect taking the lead of all the New England colleges. The scale of expenses is low, and it is intended to keep it thus.—(Catalogue and return, 1876–'77.)

Colby University, Waterville, (Baptist,) provides a course of study substantially identical with that of the best New England colleges. Its departments are those of Greek language and literature, Latin language and literature, modern languages, chemistry and natural history, natural philosophy and astronomy, mathematics, rhetoric, intellectual and moral philosophy and political economy, and history. A course of reading germane to the course of study is recommended and, in part, prescribed to the students. The college is rapidly regaining that position in respect to numbers which it lost by the war, the number of students increasing steadily from year to year. Most of them are earnest men with a high purpose in life, who are paying their way by their own exertions. The cost of an education here, it is claimed, is lower than in other first class New England colleges, ranging from $225 to $300 annually, including all expenses. There are 62 scholarships for the aid of needy and deserving students, yielding from $36 to $60 annually. Both sexes are admitted.—(Catalogue and return, 1876–'77, and circular, 1876.)

COLLEGE FOR WOMEN.

The Maine Wesleyan Seminary and Female College reports, for 1876, instructors, 11; students, 120; of whom 24 were in regular collegiate classes.* It is chartered and authorized to confer degrees; has a collegiate course of 4 years; has a library of 2,500 volumes; teaches drawing and painting, vocal and instrumental music, French and German; and possesses facilities for illustration of studies in chemistry, natural philosophy, natural history, and geology.—(Return to Bureau of Education.)

Statistics of a university and colleges, 1876.

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	8	6	.....	116	$100,000	$120,000	$8,400	.....	.....	$24,000	a6,600
Bowdoin College	15	3	0	b135	100,000	230,000	13,960	$16,732	.....	30,000	a30,600
Colby University	8	2	0	109	130,000	208,022	13,685	5,943	$0	50,000	a14,278

a Includes society libraries. b Also 3 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Maine State Agricultural College, Orono, provides, at moderate cost, the advantages of a liberal and practical education, and furnishes the student facilities of defraying a part of his expenses by his own labor. Five full courses are provided, viz: in agriculture, in civil engineering, in mechanical engineering, in chemistry, and in science and literature. There is also a special course for the benefit of those who cannot complete one of the regular courses, which requires 4 years. The special course does not lead to a degree, but certificates of proficiency may be given students who pursue it. The studies in the several regular courses are essentially the same for the first two years. Those who complete the course in agriculture will have attained a good knowledge of mathematics, French, and German, and a fair acquaintance with English literature, besides the studies in natural science that have a direct bearing upon agriculture. This course, slightly modified, so as better to adapt it to those wishing a good practical education for other employments, is called the course in science and literature. The student of civil engineering, in his junior year, commences his professional studies, including the theory and practice of constructing roads, railroads, bridges, canals, dams, and other structures; and those taking the course of mechanical engineering enter upon the study of machinery, mill work, steam engines, water wheels, estimates and specifications for machinery, etc.—(Catalogue, 1876–'77.)

The scientific department of Bowdoin College has a four years' course, which aims to lay a substantial foundation for the practice of engineering, to make young men familiar with the sciences underlying that profession, and to instruct them in the practical application of these sciences.—(State report for 1875–'76, p. 105.)

* There were also 179 male students in the institution during the year.

THEOLOGY.

Bangor Theological Seminary, Bangor, (Congregational,) offers its privileges to Christians of every denomination who have sufficient collegiate or other literary training to pursue its course of study. This extends over a period of 3 years and includes the Hebrew language, Hebrew and Greek exegesis, systematic theology, church history and polity, pastoral theology, homiletics, vocal culture, and oratory. Tuition, furnished room, use of library, &c., are free; the price of board also has been materially reduced by means of the students' boarding association, which has been provided by the trustees with a large and commodious boarding house free of rent. The students hire a matron, make their purchases, and assess the expense on themselves. Aid is afforded to needy students by the Washburn and other funds and by the American Educational Society.—(Catalogue of seminary, 1876.)

The Theological School of Bates College (Free Baptist) was established in 1870. It occupies Nichols Hall, a four-story brick building about a quarter of a mile from the college buildings. The course of study lasts 3 years. Those applicants for admission who are not college graduates must be able to pass an examination in the studies usually required for admission to college. There are two courses of study, a regular and an English course, and students who may be precluded from entering either are admitted to the school for such a period as their circumstances will allow, and permitted to pursue elective studies.—(College catalogue, 1876–'77.)

MEDICINE.

The statistics of the table below show all the needful points respecting the only medical school thus far established in the State, except that a new professorship of physiology has been established, with a course of lectures on public health.—(Catalogue for 1876–'77.)

Statistics of schools for scientific and professional instruction, 1876.

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.									
Maine State College of Agriculture and the Mechanic Arts.	8	....	93	4	$125,000	$134,000	$7,864	*a*$8,500	2,641
SCHOOLS OF THEOLOGY.									
Bangor Theological Seminary	4	4	48	3	100,000	180,000	10,000	.....	18,000
Theological School of Bates College	5	1	24	3	.....	.....	.....	.....	2,200
SCHOOL OF MEDICINE.									
Medical School of Maine, Bowdoin College	15	....	90	3	25,000	2,500	150	.....	4,000

a From State appropriation.

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual session of the State Teachers' Association for 1876 was held at Bath during three days, beginning December 27. Papers were presented and addresses delivered by Mr. Charles G. Fish, A. M., of Oldtown, on "Educational reform;" by Arthur B. Morrill, of Portland, on "Grammar school work;" by Horatio O. Ladd, of New Hampshire Normal School, on "Elementary science in public schools;" by Mr. D. A. Robinson, of Bangor, on "The language;" by Mr. A. C. Perkins, of Phillips Exeter Academy, on "The teacher a student;" by G. F. Fletcher, of Castine Normal School, on "Teaching geography;" by Professor Barbour, of Bangor Theological Seminary, on "The rights of the taught;" by Rev. Dr. Hill, of Portland, on "Arithmetic;" by W. F. Bradbury, of Cambridge High School, on "The metric system," and by Mr. Keyes, of the Biddeford High School, on "Rhetorical drill."

Mr. Fish maintained that elementary science should be introduced into the lower schools; that the present course of study is not in accord with the natural order, which first attends to the development of the perceptive faculties.

Mr. Morrill spoke of the lack of thoroughness in elementary work, and advocated the expediency of introducing lessons from science.

Mr. Ladd considered the question as to how elementary science can be best taught to the average pupil and advanced work to those in high schools. He thought books too technical and too full of rhetoric, and that teachers should present science incidentally, rather than methodically, to young pupils.

Mr. Robinson urged that in the study of language time should not be wasted upon rules and forms, but devoted to criticism and right usage; that the book should be thrown out of school, and its place supplied by exercise in expression, and that parsing and analysis be deferred to the high school.

Mr. Fletcher maintained that, as a beginning in geography, the child should study the world as he can observe it in his own vicinity; should draw diagrams of such portions close at hand as he knows, and thus learn of other places beyond his reach.

Mr. Hill expressed the conviction that little children should not be forced to do heads work. In arithmetic, he thought, reasons for processes should be kept from pupil until they are 14 years of age, written arithmetic being commenced at 10.—(New-England Journal of Education, January 4, 11, pp. 10, 22.)

ASSOCIATION ON A PROFESSIONAL BASIS.

At a meeting held in Lewiston, February 4, 1876, to take measures for the organization of a teachers' association on a professional basis, a committee was appointed, styled a committee on instruction, representing various sections of the State and all grades of schools, from the primary to college. This committee met in Augusta on Friday, February 18, and organized in two sections: a section on elementary education, comprehending primary and grammar schools, and one on higher education, comprehending high schools and colleges. The committee propose to hold meetings in various sections of the State, at intervals of two or three months, for observation of the working of schools, for conference with teachers, and for the mutual consideration of topics relating to the interests of education in the State. They invite the coöperation of all teachers who can meet with them, and trust that these meetings may do something to arouse an interest among teachers, and thus increase the influence and profit of the meetings of the general association.—(New-England Journal of Education, May 6, 1876, p. 226.)

OBITUARY RECORD.

JOSEPH LITTLEFIELD.

Mr. Joseph Littlefield, who died at Bangor, Maine, February 24, 1876, had been for 40 years preceding 1870 closely identified with the educational interests of Bath and Bangor. Commencing his career as teacher in the former place in 1822, he removed to Bangor in 1832, and opened a private school for girls on Billings avenue. After teaching this 4 years, he advised the school committee to open a girls' high school, and in 1836 such a school was opened, at first as an experiment, Mr. Littlefield, in his zeal for it, undertaking to pilot the attempt at a salary of only $6 a week. The experiment proved successful, and the attendance so increased that at the end of the first term the experimental school was definitely adopted as a permanent institution, a settled teacher appointed, and Mr. Littlefield allowed to return to the duties of his private school.

This he continued to teach until, in 1839, it was adopted by the school committee as a girls' select public school, of which he was made the principal. With a persistency unusual in America, he remained at the head of the school for more than a quarter of a century, retiring only when the several select schools were consolidated in 1869, and then for some years serving on the truancy committee.

As a teacher, Mr. Littlefield was an enthusiast in his profession, achieved high success, and gained in an unusual degree the love and respect of those he taught. This was abundantly proven by the fact that, first, on his retirement from school teaching, his pupils presented him with a handsome set of silver plate and his fellow citizens with a purse of $800; and, next, that on May 25, 1873, the alumni of his schools, at a grand reunion held in Norombega Hall, united in presenting him with $1,000, a generous testimonial of their high estimation and regard, the occasion drawing together multitudes from abroad, as well as from the city, and proving one of the most interesting of its kind there known. A year or two of quiet rest from labor, and the end of a well spent life was reached.—(The Bangor Whig and Courier, February 25, 1876, and a letter from City Superintendent C. P. Roberts, Bangor, December 23, 1876.)

HON. WARREN JOHNSON.

Notice of the death of this gentleman, long the energetic and efficient State superintendent of the schools of Maine, has been received as this report goes to the press, but a full record of his life and services must be deferred till the publication of the report for 1877, in which year his decease occurred.

CHIEF SCHOOL OFFICIAL IN MAINE.

Hon. W. J. Corthell, *State superintendent of common schools, Augusta.*

MARYLAND.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (5–20)	*276,120	*276,120	.....	.....
Enrolled in public schools	142,992	146,198	3,206	.....
Average monthly enrolment	99,382	101,461	2,079	.....
Average daily attendance	69,259	73,069	3,810	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools—male	1,129	1,199	70	.....
Teachers in public schools—female	1,594	1,651	57	.....
Average monthly pay of males	$41 73	$41 65	.....	$0 08
Average monthly pay of females	41 73	41 65	.....	08
SCHOOLS.				
Number of public schools	1,846	1,872	26	.....
Average duration of school in days	187	182	.....	5
INCOME AND EXPENDITURE.				
Income.				
From State tax	$499,564	$552,387	$52,823	.....
From local tax	808,351	781,599	.....	$26,752
From permanent fund	53,131	54,374	1,243	.....
From other sources	15,000	245,130	230,130	.....
Total income	1,376,046	1,633,490	257,444	.....
Expenditures.				
For sites, buildings, and furniture	272,539	230,462	.....	42,077
For salaries of superintendents	25,440	28,300	2,860	.....
For salaries of teachers	1,035,755	1,045,864	10,109	.....
For miscellaneous expenses	307,313	318,723	11,410	.....
Total expenditure	1,641,047	1,623,349	.....	17,698
EXPENDITURE PER CAPITA—				
Of school population	5 01	5 09	08	.....
Of pupils enrolled	9 68	9 62	.....	06
Of average attendance	19 99	19 25	.....	74
STATE SCHOOL FUND.				
Amount of available school fund	350,370	906,229	555,859	.....

* For sex of children and proportion of each sex, see Table I, at end of this volume.

(Returns from Hon. M. A. Newell, State superintendent of public instruction, for the two years indicated.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITY.

The single authority used by the Bureau is a sketch prepared for it by the courtesy of Hon. M. A. Newell, State superintendent, his examination of the original documents being entirely relied on. From want of space his article has necessarily been much condensed, but may be found in full in the Maryland School Journal for June, 1877.

COLONIAL ACTION FOR FREE SCHOOLS.

The charter of Maryland granted by Charles I to Lord Baltimore made no provision for education nor any allusion to it.

At a session of the colonial assembly in the sixth year of William and Mary, (1695,) two acts were passed, one "for the encouragement of learning," another "A supplicatory act to their Sacred Majesties for the erecting of free schools." The latter, however, was repealed in 1696 and the former in 1704, and if any action was taken under either of them no record of it remains. In 1696, however, another "petitionary act for free schools" was passed, looking to the erection of a succession of free schools of high character, till there should be one for every county in the State. The only immediate result of this was the establishment of King William's School at Annapolis, which is still in existence, under the name of St. John's College; but the policy thus declared and inaugurated of founding one free school in each county guided the educational efforts of Maryland for nearly a century, and may be seen to-day in the academies, of which nearly every county has one, and in the academic donation, from which each county receives $1,200 a year out of the State treasury.

Additional steps looking to the same end were taken in 1715 and 1723, the latter aiming at the formation of a fund for the erection and support of a free school in each county, as near the centre as might be and as might be most convenient for the boarding of children. Trustees, called visitors, appointed for each county, were authorized to fill vacancies in their own number, to have perpetual succession forever, and to have full power to make all necessary rules for the schools proposed. Out of the fund provided for, the visitors of each school were to purchase 100 acres of land for the use of the school, one-half to be cleared for the benefit of the master, the other half to remain as woodland ground, the wood on which must be used only for firewood and repairs. A visitation of the school four times a year by the members of the board was also required. For refusal to accept the office of school visitor or perform the duties of it, a fine of 500 pounds of tobacco was imposed, the proceeds to go to the county school.

But it seems that the fine was too light, or, as is more probable, that the law was not enforced, for five years later (1728) a supplementary act was passed, because, as the preamble states, "no provision had been made for turning out and supplying the place of any visitor or visitors wilfully neglecting or refusing to act in the duty and office of a visitor, by which means several inconveniences and much damages have and may happen to the schools."

After making provision for supplying the place of recusant visitors, the act proceeds to direct that "The master of every public school within this province shall and is hereby required to teach as many poor children gratis as the visitors shall order, or be immediately discharged and a new master put in." It may be inferred from this section that the original idea of a free school system had already begun to be obscured. Probably the income from public sources was insufficient to support the master and his assistant, and was at first supplemented by tuition fees. In the course of time, all pupils were expected to pay for their tuition, and the rights of the public were in danger of being lost, when the general assembly interfered to assert the rights of the people and ordered the masters to receive as many poor children gratis as the visitors may direct.

This seems, at first sight, to have been only just; but in reality it gave up the whole principle of free public schools, on which all the earlier legislation rested, and substituted for it a pay school with a charity attachment. Instead of an open highway, where all, rich or poor, have exactly equal rights, we have a private park owned by a few who are rich enough to pay for the luxury, but to which a few poor children may be admitted as a charity.

The subsequent history of education in Maryland will show that no success was possible until the element of charity was discarded and the principle of public right, duty, and interest placed in its stead.

From this date till the Revolution, the allusions to education on the statute book are few and uninteresting. Each county was struggling to keep up a free school (so called, but in reality a pay school with charity scholars) on insufficient means. Occasionally, the half of certain fines was added to the school fund. But, all this, and the whole of the fine for allowing hogs to run at large, was evidently insufficient, for we find that the visitors of Kent County school applied to the general assembly for

permission to sell half their land for the benefit of the school; and in 1750 an act was passed authorizing the visitors of King William's school to sell certain lands and houses belonging to them.

That the schools were languishing for want of funds is evident from the fact that on the petition of citizens of Somerset and Worcester Counties the schools of the two were in 1770 allowed to be consolidated into one, because the funds provided for a school in each county did not provide enough for proper masters. For the same reason, in 1774, authority was given to unite the three free schools of St. Mary's, Charles, and Prince George's Counties into one, and erect for it a house at Cool Springs, in St. Mary's County, to be called Charlotte Hall; while that for Calvert County, with its land, was permitted to be sold at auction and the proceeds given to the Lower Marlboro' Academy, "because the free school in said county did not afford sufficient encouragement for a master."

POST REVOLUTIONARY ACTION.

The war of the Revolution had hardly ended and peace spread its wings over the land again, before the Kent County Free School, with its lands and funds, was turned over to Washington College, Chestertown, chartered in 1782 and organized 1783. In the same year, 1782, the lands and funds of Talbot County Free School were transferred to the same college, which had £10,000 subscribed for its establishment and was promised by legislative enactment, 1784, £1,250 annually toward its support.

At the same session, (1784,) and as a part of the same measure, was passed "An act for founding a college on the western shore of this State, and constituting the same, together with Washington College on the eastern shore, into one university by the name of the University of Maryland."

The new college was to be called St. John's, was desired to have its location at Annapolis, and, like the other, was to afford equal privileges to all religious denominations, either as students or professors. Before its organization it was to have £13,000 subscribed and paid to it, and, if Annapolis was chosen as its site, was to have 4 acres of public ground within the city, and was promised £1,750 of public money annually for salaries.

It was further enacted "that the said two colleges, viz, Washington College on the eastern shore and St. John's College on the western shore, shall be, and they are hereby declared to be, one university, by the name of the University of Maryland, whereof the governor of the State for the time being shall be chancellor, and the principal of one of said colleges shall be vice-chancellor, either by seniority or election, according to such rule or by-law of the university as may afterward be made in that case."

Now begins the policy of dispersion, which has been so prejudicial to the educational interests of the State. Had the original plan been kept up, there might have been two good, efficient, well endowed colleges, one on the eastern and one on the western shore, and one first class academy in each county, all supported by the State; and when, in the fulness of time, the common school system came into operation, we should have had a harmonious system, every link in the chain complete. Unfortunately the opposite counsel prevailed, the interests of the State being subordinated to local demands, conveniences, and prejudices. Thus, in 1799, £500 were withdrawn from the donation of £1,250 granted "annually forever" to Washington College, and an annual donation of $800 made to each of the academies named: Washington Academy, Somerset County; Talbot County Academy, not yet established, but incorporated by an act passed in the following session; Charlotte Hall School, Frederick County School, and an academy to be erected in Baltimore or Harford County. This is the origin of the "academic donations" still paid in the State under one form or other.

Following up the dispersion and starvation policy, commenced in 1799, the general assembly, in 1805, repealed the law by which Washington College drew £1,250 (it had previously been reduced to £750) and St. John's College £1,750 annually from the public treasury; and ordered that said sum should "remain in the treasury, subject to the appropriation of the legislature to literary purposes, and for disseminating learning in the several counties of the State."

The same act also repealed the act by which the two colleges named were united in one university. So ended what promised to be "the University of Maryland," although the name may be found on paper to this day. In 1812 a new charter was granted to the College of Medicine of Maryland, authorizing the college to annex to itself three other colleges or faculties, divinity, law, and arts and sciences, and constituting the four faculties into a university, to be known as the University of Maryland; but without money the new university had a hard struggle for existence. Two of the faculties are still alive, medicine and law, but there is no university.

THE LOTTERY MANIA.

For years after the dispersion of pledged funds there seems to have been no general educational movement of any importance. Academies and charity schools started up

here and there, as circumstances demanded, flourished for a season, and then expired. Appropriations were made by the Legislature, reduced, increased, withdrawn, according to the whim of the moment. Finally the lottery mania took possession of the public mind, and dozens of schools sprang up under the delusive prospect of getting value without giving an equivalent.

The first lottery authorized by the State of Maryland was for the purpose of enabling the Zion Church congregation of Baltimore County to complete their house of worship. On the same day, December 31, 1801, was passed an act empowering the trustees or visitors of the Frederick Academy to raise $3,500 by lottery for the benefit of that academy.

The purposes to which such lotteries were applied were wonderfully varied: to build a church, to found a school, to purchase a fire engine, to dispose of town lots, to build wharves, to improve streets, to dig a well, to build a bridge, to rebuild a steeple, to lay out a road, to build an arsenal, to endow a dispensary, to purchase church bells, to purchase a library, to "finish and complete the Roman Catholic Cathedral in the city of Baltimore." Among the schools founded or aided by lottery schemes may be named, in addition to the Frederick County School already mentioned, Charlotte Hall School, (1801 and 1817,) Washington Academy, Somerset County, (1802,) Baltimore College, (1803,) Rockville Academy, (1806,) the private school of Rev. Samuel Knox in Baltimore, (1806,) St. Mary's College, in Baltimore, (1806,) Elkton Academy, for purchasing philosophical apparatus, (1807,) Denton School, Caroline County, (1808,) Emmittsburg School, Frederick County, (1808,) The Baltimore Female Academy, (1809,) Boonsborough School, Washington County, (1811,) Coxe's town school, Baltimore County, (1812,) Hagerstown Academy, (1813,) Taneytown School, Frederick County, (1815,) Ballinger's Creek School, Frederick County, (1815,) West Nottingham Academy, Cecil County, (1815,) the University of Maryland, for chemical and other apparatus, (1816,) Washington College, (1816,) Cecilton school, (1816,) Bladensburg Academy, (1817,) Free School in Prince George's County, (1817.)

The most ambitious of these schemes was "An act for the encouragement of literature," by which it was enacted, February 5, 1817, "that for the increase of the school fund of this State there shall be raised by lottery the sum of $50,000 a year for five successive years, if practicable." The school fund, however, never seems to have profited by the scheme, nothing from this source belonging to the State.

A SCHOOL FUND CREATED.

In 1812 and 1813 an important step toward a school system was taken by the creation of "a fund for the establishment of free schools." This consisted of a tax imposed upon the banks at the rate of 20 cents on every $100 of the capital stock of each bank actually paid in. This yielded at one time an average of $20,000 annually, and was by the law to be invested in bank stock, to form the basis of a permanent fund. To this source was, in 1825, added the interest received by the State from the United States on advances made by Maryland during the war of 1812. And finally, in 1836, the $274,451 received and to be received on account of the State's proportion of the surplus revenue of the United States, was, after paying the interest on the public debt and the expenses of the government, directed to be deposited in bank at an interest of not less than 5 per cent., and have its interest distributed among the counties and the city of Baltimore for the support and encouragement of common schools. In 1839 a change was made by substituting $34,069 of the annual revenue derived from the Baltimore and Washington Railroad for the interest on the surplus revenue. The fund thus created was not held by the State permanently for annual distribution of its proceeds, as seemed to be contemplated by the law of 1836, but was distributed among the counties and the city of Baltimore in the shape of bank stocks, some counties drawing their full quota at once. Some, however, preferred to leave theirs in the treasury, and draw the dividends only.

This was the condition of things up to 1856. Two years later the State received from the United States, for moneys advanced in the war of 1812, $160,929, which, with accumulated interest, amounted to $173,559 when invested. This, by authority of an act of 1858, was devoted to the school fund, the interest to be annually distributed among the counties and the city of Baltimore, according to their representation in the two houses of the general assembly.

A GENERAL SCHOOL LAW.

On the 28th of February, 1826, was passed the first general and uniform public school law of the State, a measure of great practical merit and complete in all its details, but destined to fail because it had to be submitted to the popular vote in every county for approval and after that was dependent on district taxation for its support. Some of the details are interesting even now. There was to be a State superintendent of public instruction appointed by the governor. The superintendent was to digest and prepare a plan for the public instruction of youth throughout the State, for the organization of the system and the collection and management of the revenues, and to give

information to the legislature on all matters appertaining to his office. The justices of the levy court were to appoint 9 citizens in each county as commissioners of schools and 18 others as inspectors of primary schools. The commissioners were to divide their respective counties into a convenient number of school districts. The citizens of each district were to meet once a year to elect by ballot a district clerk, a district collector, and 3 school trustees, and also to vote a tax on the resident inhabitants of the district sufficient to purchase a school-house site, build or repair the house, and furnish it with fuel, books, stationery, and appendages. The duties of the clerk, collectors, and trustees, respectively, were strictly defined. It was provided that no teacher should be employed who should not have "received the certificate of approbation from the inspectors of schools." The trustees were also to make a report semi-annually to the commissioners of schools, showing the length of time the school had been kept open, the amount of money received by them, the number of white children taught, and the number of white children between the ages of 5 and 15 residing in the district. The money received from the State treasury as a quota of the free school fund by each county was to be distributed by the commissioners among the school districts in proportion to the number of children between the ages of 5 and 15 in each. And this money was to be applied to the payment of teachers' salaries, and to no other purpose. The certificate of qualification was to be given to teachers only after examination, and the form of the certificate was prescribed. If trustees employed a teacher without a certificate he could claim no salary. It was made the duty of the inspectors to visit the schools once a quarter, or oftener, to examine into their condition, and to give advice and direction to the trustees and teachers. This act was to apply to the city of Baltimore, if the mayor and city council did not establish a system of education for the city within five years. The act was to be submitted to a vote of the people at the next general election, and if a majority of votes in any county should be against it, then it was to be null and void as to that county.

The superintendent of public instruction appointed under this act was Littleton Dennis Teackle. He made a report to the legislature, which was far in advance of the times, for he was a man of great intelligence and of progressive views, and then disappeared, having received apparently only $500, by legislative act of March 15, 1828, "in full compensation for his services and expenditures as superintendent of public instruction."

For nearly forty years after this the counties continued to flounder in a sea of uncertainty, every year amending, repealing, or reënacting the school law of the previous year. To make bricks without straw, to have an efficient school system without adequate taxation, was their unacknowledged desire. Occasionally a county emancipated itself from the delusion, but in 1864 there was no effective system beyond the limits of the city and the county of Baltimore. It was reserved for a time of revolution, political, national, and social, to lay the foundation of a uniform and permanent free public school system.

A SECOND GENERAL LAW.

The constitutional convention of 1864, for the first time, placed the subject of education in the organic law of the State. The eighth article of this instrument required the governor to appoint a State superintendent of public instruction, one of whose duties it was to report to the general assembly a uniform system of public schools. This report was to be the law of the State in case the general assembly, at its first session after the adoption of the constitution, should fail to provide a uniform system of free public schools. The constitution required a school to be kept open and supported, free of expense for tuition, in each school district for at least six months in the year, and for this purpose the general assembly was required to levy an annual school tax of not less than 10 cents on each $100 of taxable property throughout the State. It also provided that the general assembly should, for the purpose of forming a permanent school fund, levy an annual tax of not less than 5 cents on every $100 of taxable property, which should be invested by the treasurer until it should amount to $6,000,000, but this clause was never carried into effect.

Rev. Libertus Van Bokkelen was appointed superintendent of public instruction under this constitution. He reported to the general assembly the draft of a public school law, which was adopted as the basis of legislation, and, with some alterations, became the law of the State July 10, 1865.

Under this system, the supervision of public education was vested in a State board of education, consisting of the governor, the State superintendent appointed by the governor, the lieutenant governor, and the speaker of the house of delegates; and in boards of school commissioners for the city of Baltimore and for each county, the school commissioners of the city to be appointed by the mayor and city council and those of the counties to be appointed by the State board of education. The State board was authorized to supervise all colleges and schools receiving State donations, to select a uniform series of text books for use in public schools and high schools, and to make contracts for the purchase of the same; to issue a uniform code of by-laws for the government

of county school boards and public schools; to appoint the professors of the State normal school, and to appoint and remove (for cause) the county school commissioners.

The State superintendent was required to visit each county annually, to confer with the school commissioners, to inspect schools, to hold teachers' institutes, and to address public meetings on educational topics. He was required to make an annual report to the governor of the condition of the schools and colleges and all matters relating to his office. He was authorized to give certificates of qualification to teachers, to annul the same for cause, and to decide all controversies and disputes arising under the school law.

The school commissioners of each county (appointed by the State board of education) were to hold office four years, each commissioner to have the special charge of a number of school districts, not less than 15. A president of each board was to be appointed by the State board of education, to perform the general duties of county superintendent. Each school commissioner, acting for his own district, was to employ teachers, to visit the schools, to take charge of the school property, to purchase fuel, and to cause instruction to be given in each school district for at least six months in every year. The schools were to be free to all white youth between the ages of 6 and 15. Ample provision was made in this law for high schools, a State normal school, teachers' institutes, and teachers' associations. To set this machinery going and keep it running, an annual State tax was levied of 15 cents on each $100 of taxable property throughout the State. This law, which went into operation on July 10, 1865, continued till the 1st of April, 1868.

STILL ANOTHER LAW.

The school law of 1865 was regarded by many as a revolutionary measure, and, though its merits were acknowledged by all candid and intelligent persons, yet when a change took change in the politics of the State the dominant party demanded its repeal; but the constitution of 1867, equally with that of 1864, guaranteed to the people of Maryland "a thorough and efficient system of free public schools," and a new law to this effect was passed the next year.

The aim of the law of 1868 was to accomplish the same results as the preceding law, but by means of different machinery; many of the differences were more apparent than real. If any principle governed the legislature, it seemed to be a desire to bring the schools nearer to the people by making the offices elective. The board of county school commissioners (which had formerly been appointed by the State board of education) was composed of one commissioner for each election district, to be elected by the people thereof at each general election for members of the general assembly. For the purpose of appointing teachers and taking care of school property, a new board was created called "the board of school-house district trustees." It consisted of three members, of whom one was the school commissioner of the election district and the other two elected by the legal voters of the school district. The State board of education was discontinued, but some of its functions were assigned to the trustees of the State normal school. The State superintendency was abolished and most of the duties of the office transferred to the principal of the State normal school, who was ordered to have the general superintendence of all the public schools in the State. The office of county superintendent was continued under the name of "examiner," and the duties of treasurer and secretary combined with it. The State school tax was changed from 15 to 10 cents on the $100, but the amount of revenue was not diminished, because the basis of assessment had been increased in the same proportion.

The appropriation to the State normal school was raised from seven to eight thousand dollars, and appropriate provision was made for teachers' institutes and teachers' associations. Under this law the schools were required to be kept open ten months in the year, and if the State school fund proved insufficient for this purpose in any county, "the county commissioners in such county are authorized and required to levy and collect such a tax upon the assessable property of the county as the board of county school commissioners shall designate as sufficient to make good the deficiency." The city of Baltimore is practically exempted from the operation of the law, except so far as taxation is concerned. This law, like that of 1865, makes no provision for the education of the colored people, except appropriating the total amount of taxes paid for school purposes by the colored people to the founding of schools for colored children. Any school district or any county is authorized to levy taxes for the erection of school-houses, for the establishment of high schools, or for any other purpose that may tend to the increase of educational facilities.

The administration of the school system under this law was weaker than under the preceding, owing to the lack of a strong central authority; but it raised more money, educated more children, kept the schools open a longer time, and excited a more general popular interest in public education. The general assembly of 1870 repealed the law of 1868, and reënacted it, with some amendments which were improvements and some which were not. By the new law the State board of education was restored under the name of State school commissioners. This board consisted of the principal of

the State normal school and four persons selected by the governor from among the presidents and examiners of the several county boards. The duties of the county school commissioners remained the same, but the number and mode of appointment were changed. In place of a popular election they were appointed by the judges of the circuit court, and instead of one commissioner from each election district there were to be five commissioners in the large counties and three in the small. The school district board was also changed. It consisted of three persons appointed by the county school commissioners annually. Thus the elective features of the law of 1868 were abolished and the method of appointment substituted. The duties of the State school commissioners were similar to those of the old State board of education, with the exception of the appointing power. The State school tax remained the same, but the power of the county school commissioners to levy a county school tax was limited to 10 cents on the hundred dollars, "unless the county commissioners shall approve and sanction an additional tax." Provision was made for the first time for giving life certificates to qualified teachers. The duties of the county examiner were more clearly defined than in the preceding law. The appropriation to the State normal school was increased by $1,500 a year. The provision for teachers' institutes and teachers' associations was continued.

THE FINAL FORM TAKEN.

This law was repealed in 1872 and reënacted with unimportant amendments. The board of State school commissioners is continued under the name of the State board of education, and the board of district school commissioners under the name of district school trustees, but no change is made in their duties or the mode of appointment. The only new feature of the law worthy of notice is the provision for schools for colored children. It is made the duty of the county school commissioners, in each county, to establish one or more public schools in each election district for all colored youth between 6 and 20 years of age, to which admission shall be free, which shall be kept open as long as the other public schools of the same county, which shall be subject to the same laws and furnish instruction in the same branches as the schools for white children. For this purpose the legislature appropriated $50,000 annually.

The general assembly of 1874 amended several sections of the school law passed by its predecessor. The governor of the State is made a member ex officio of the State board of education. The State board of education is authorized to enact by-laws for the administration of the public school system, and to suspend or remove any examiner or teacher who may be found inefficient, incompetent, or immoral. It is authorized to add to the subjects in which teachers are required to be examined such other branches, from time to time, as may seem necessary. Teachers' certificates are limited to six months when first issued, but may be extended to 3 years, if the county examiner, at the end of the six months, approves of it. The power of appointing teachers remains in the board of district trustees, but with the proviso that the appointment must be confirmed by the board of county school commissioners. The appropriation for the support of the State normal school is raised to $10,500. The annual appropriation for the support of colored schools is raised from $50,000 to $100,000. This provision is not in the school law, but in the regular appropriation bill.

The legislature of 1876 made no change in the school law. A bill for the purpose of making some important alterations (not improvements) was passed by the house of delegates, but was not acted on in the senate.

ELEMENTARY INSTRUCTION.

SCHOOLS FOR COLORED CHILDREN.

It appears from a table of the State report that there were, for the colored race, 309 schools in 1875-'76, with 347 teachers and 18,134 enrolled pupils. The amount received from appropriations for these schools was $80,049; less, by $1,121, than in the previous year. The expenditures for these schools amounted to $119,285, an increase of $206.

THE SCHOOLS IN GENERAL.

The State board say, at the close of their report, that, while unable to point to any special triumph in educational work to mark the close of the centennial year, they yet are glad to put on record that in a period of unexampled industrial depression, when a feeling of distrust and a desire for retrenchment marked every private business and every institution, the schools of Maryland took no step backward. On the contrary, though there may have been some backsliding in particular places, a survey of the whole field shows that more progress has been made and larger results obtained than in any previous year in the history of the State.

KINDERGÄRTEN.

Three schools of this class, all in Baltimore, report their statistics for 1876. These may be found in Table V, at the end of this volume.

CITY SCHOOL SYSTEM.

BALTIMORE.

Officers.— A board of public school commissioners of 20 members, one from each ward of the city, elected apparently for 4 years, one-fourth retiring each year. Its officers are a president, secretary, superintendent, and assistant superintendent of the city schools.

Statistics.— Population, 302,839; children of school age in 1870, 77,737; number of pupils in school during the year, 47,194; average attendance, 24,381. Number of schools, 119. Number of teachers, 731. Number of pupils to a teacher, based on enrolment, exclusive of special teachers, 44. Per cent. of enrolment on population, 10.3; per cent. of average attendance on enrolment, 81.8. Receipts for school purposes, $629,832.13. Expenditures for schools for white children, $637,411.64; for colored, $40,575.18. Total current expenditures, $582,467.08; total expenditures, including amount for buildings, $677,986.82.

Remarks.—The system of instruction is symmetrically graded, consisting of primary, grammar, and high schools, in a generally satisfactory condition. The number of pupils has increased during the year, and the grade of scholarship has advanced; the teachers generally performed their work with zeal and fidelity; new school buildings were erected; some of the defects of the past were removed, and progress was made toward the removal of others. A higher standard of examination and greater proficiency in the work of teachers and pupils were exacted, and merit and success received a proper recognition.

Music.—The importance of music as a study in the public schools was recognized more than 30 years ago, when it was placed upon the schedule of studies. In 1875 a course of instruction was adopted in the primary, grammar, and high schools and the normal class, which has given thoroughness and uniformity to this department. It is supervised by 5 music teachers, who regularly visit the schools assigned them, review and instruct each class, and give such information to the regular teachers as may be necessary.

Drawing.—The subject of drawing also received the early attention of the commissioners of schools. In 1845 it was introduced as a study in the high school for boys, and in 1865 in that for girls, one teacher attending to the recitations in both schools. In 1871 four teachers were appointed for the grammar and primary schools; but up to 1875 the study had but a subordinate place, instruction in it being given only by the special teachers. From that time the same system was applied to drawing that had been successfully adopted with reference to music, instruction being given in all grades of the schools by the regular teachers, under the supervision and instruction of special teachers. Good progress has since been made in the study; the system, during its trial year, has been successful and satisfactory, and the expense moderate.

Schools for colored children.— During the year, 12 schools for colored children, having an attendance of 3,143 pupils, were taught by 60 white teachers. The large majority of the pupils were in the primary department, and the promotions to the grammar school were not as numerous or rapid as was desirable, owing to the irregular attendance of the pupils and their inattention to study. These schools are classified in the same manner as those for white children, and are under the charge of competent and faithful teachers. Although they have not fully accomplished the purpose for which they were organized, owing to the obstacles mentioned, yet, it is remarked, they are undoubtedly of great benefit both to those who attend and to the community at large, and should, therefore, be liberally sustained.

Evening schools.— Only two evening schools were opened last year, one for white, the other for colored children. Owing to the irregular attendance at these schools the previous year and their generally unsatisfactory condition, it was proposed to discontinue them entirely for a term; but finally these two were opened under more rigid rules, and both proved very successful, the attendance of the pupils being regular and their conduct good. The enrolment was 333, of whom 200 were colored and 133 white; the average attendance was 228, of whom 141 were colored and 87 white.

German.—There are in the system 5 English-German schools, with an attendance during the year of 2,963 pupils, an increase of 1,332. These schools were established in 1874 in response to the demand of many prominent citizens and patrons for English-German instruction. It was deemed inexpedient to introduce the study in the schools as now organized, and therefore separate schools were established in which instruction is given to the pupils in both languages. These schools have been eminently successful and have grown in public favor so rapidly that it has been impossible to furnish proper accommodation for the large number of children applying for admission.

High schools.— High school instruction is furnished for boys in the Baltimore City College and for girls in two high schools, the Eastern and Western. A majority of the 430 pupils attending the college last year were graduates of the grammar schools, but the number admitted from private schools is annually increasing. A preparatory department, forming an intermediate grade between the grammar schools and the college, was organized last year.—(Report, 1875-'76, of board of commissioners and city superintendent of instruction, Henry E. Shepherd.)

TRAINING OF TEACHERS.

PROPOSED NEW AGENCY FOR TRAINING TEACHERS.

The great want of the schools in Maryland, as well as elsewhere, says the State superintendent, is trained teachers. The agencies relied on to give this training are the normal school, the Educational Journal, the teachers' institute, and teachers' associations, but these are not sufficient. There are hundreds of new teachers appointed every year in this State who have never been brought under the influence of any of them and who cannot be thus brought except by some kind of compulsion. As, under present circumstances, every teacher cannot be a graduate of a normal school, Superintendent Newell suggests that the best school in each county be made a training school, which shall be brought up, in methods at least, to the level of modern pedagogical science; that in this school every new candidate for a place as teacher, not trained elsewhere, be required to spend six months as an observer and assistant, and that, before receiving his certificate, he be examined by the principal and certified to the county examiner.—(State report, 1875–'76.)

NORMAL SCHOOLS.

State Normal School, Baltimore.—This school, established by the school law of 1865 and reorganized under the law of 1868, has now taken possession of its new building, which is admirably adapted to its use. The beauty of the location and the attractive appearance of the building are noticed by all, but only those who have watched the struggles of the school during 10 years in cramped and ill-arranged quarters can appreciate the relief that is now felt.

During the year 1875–'76 there were enrolled 206 pupils, of whom 190 were women. At the commencement, in June, 1876, there were 21 students graduated, 18 of whom have since been employed as teachers. Since the organization of the school there has been an attendance of 1,199 students, 215 of whom were graduated. It is estimated that 124 of these are now teaching in the public schools of the State, and that the number of undergraduates teaching is about 215. The course of study lasts from 2 to 3 years. Tuition and books are free to 200 students, each county being entitled to send 2 for each of its representatives in the general assembly.—(Report of State superintendent and catalogue, 1875–'76, with return for 1876.)

The Baltimore Normal School for the Education of Colored Teachers reports an attendance in 1876 of 40 pupils (10 men and 30 women) and 4 graduates, of whom 2 were teaching. The course of instruction covers 4 years. Annual expense for tuition, $10 to $15. Amount of State appropriation for the year, $2,000.—(Return for 1876.)

Saturday Normal Class.— In Baltimore, a Saturday normal class, with a course of instruction in the theory and practice of teaching, is conducted by some of the most efficient teachers in the employ of the board.—(City report, 1875–'76.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent's report for 1875–'76, as published in the Maryland School Journal, gives no account of the public high schools of the State, nor can anything be positively stated regarding them beyond the fact of their existence in certain towns, gained from the superintendent's report for 1874–'75. The Baltimore city report for 1875–'76 gives the attendance at the two high schools for girls in that city, the Eastern and Western, as 734, while at the Baltimore City College, the public high school for boys, there were 430 pupils, making a total of 1,164. The full course of 5 years in the college prepares pupils to enter the Johns Hopkins University. There is also a supplementary course of 1 year for business. The 2 high schools for girls offer a course of 4 years, comprising English and belles lettres, mathematics, natural sciences, moral, mental, and political sciences, vocal music, drawing, French, and German, the latter being optional.

ACADEMIES AND KINDRED SECONDARY SCHOOLS.

In all, 39 schools of this class present their statistics for the year 1876, showing 204 teachers and 2,673 scholars, 559 of whom were in classical studies and 1,292 in modern languages, 88 specifically preparing for a classical course in college and 24 for a scientific course, while 58 had entered college the preceding year. In 19 of these schools instruction was given in drawing; in 21 in vocal music; in 19 in instrumental music; 16 report means of illustration and experiment in chemistry; 22 in natural philosophy; and 19 report libraries of 150 to 2,000 volumes, the total number of volumes in the 19 being 27,175.—(Returns to Bureau of Education.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Two institutions of the former class report 14 instructors and 21 pupils, 19 preparing for a classical collegiate course and 2 for a scientific. They had sent 5 pupils to

college the preceding year and 12 to scientific schools. Only 1 reports chemical and philosophical apparatus, with a library of 2,500 volumes.

Four departments of colleges report 12 teachers, exclusive of the college faculties, with 196 pupils, 61 preparing for a classical course in college and 71 for a scientific course.—(Returns for 1876.)

BUSINESS COLLEGE.

One such, in Baltimore, reports 7 teachers and 341 students, without classification as to the studies pursued by these. It purports to teach common English branches and correspondence, penmanship, book-keeping, and commercial law.—(Return for 1876.)

SUPERIOR INSTRUCTION.

JOHNS HOPKINS UNIVERSITY.

This institution, founded at Baltimore in 1867 by the munificence of one of her distinguished citizens, Johns Hopkins, was organized and commenced work during the last year. It is entirely free from ecclesiastical and partisan control, and is otherwise established on a broad and liberal foundation, although, thus far, only men are admitted to its privileges. Mr. Hopkins has here established for Maryland, by his sole bounty, a true university of the highest order, providing for it such an endowment as the newer States have not equalled by their munificent land grants and direct appropriations. Its productive funds amount to $3,000,000, and yield an annual income of $180,000. Tuition is not free, except to those holding scholarships, but only $80 a year is charged. In accordance with the founder's request, 20 scholarships are given to students in Maryland, North Carolina, and Virginia, who are found "most deserving of choice because of their character and intellectual promise." The university scholarships differ from these in being honors won at examinations and open to competitors from any place. Two of these were bestowed, after examination, upon graduates of Maryland colleges. The trustees have also offered 20 fellowships or graduate scholarships to graduates of colleges in any State, to be bestowed for excellence in any of the following subjects: philology, literature, history, ethics and metaphysics, political science, mathematics, engineering, physics, chemistry, and natural history. These fellowships yield $500 annually and are renewable. Out of 152 applicants, 107 eligible candidates were selected, comprising graduates from 46 different colleges. Their applications were referred to specialists in each department, who examined carefully the claims of the candidates and reported to the trustees. The successful competitors in 1876 represent Amherst, Iowa, Yale, Lafayette, Harvard, Princeton, Columbia, Randolph Macon, and Concordia Colleges, the Universities of Virginia and California, and the Massachusetts Institute of Technology.

It was not expected, or indeed desired, that the number of students would be large during the earlier years of the university. Of the 89 registered in 1876, 54 had already received academic degrees; 12 matriculated for the bachelor's degree, and 23 were received as special students. No preparatory department has been organized and none is contemplated.

A useful and really valuable library, though only of a preliminary kind, has been opened to the students, and the work of building and furnishing the laboratories is going on with cautious speed. A number of afternoon lectures have been delivered, which combine to a certain extent the attractiveness of popular discourses with the precision of university teaching. The work of the first year, however, is meant to be purely tentative. The university does not commit itself, at present, to details.—(Catalogue and return for 1876, and report of State superintendent, 1875–'76.)

OTHER COLLEGES.

Frederick College, Frederick City, (non-sectarian,) chartered in 1763 and organized in 1797, has been in successful operation for 79 years. There are at present 3 departments, the classical, the mathematical and higher English, and the elementary English.—(Catalogue, 1875–'76.)

Loyola College, Baltimore, (Roman Catholic,) was organized as a college in 1853. Its course of studies occupies 7 years and embraces geography, history, book-keeping, the English, French, Latin, and Greek languages, literature, elocution, rhetoric, mathematics, physics, chemistry, logic, metaphysics, and ethics.—(Catalogue, 1875–'76, and return for 1876.)

Mt. St. Mary's College, near Emmitsburgh, (Roman Catholic,) was founded by Rev. John Dubois, afterwards bishop of New York, in 1803. The studies necessary for graduation, including a thorough course of English literature, occupy 3 years, those in the preparatory department from 2 to 3.—(Sadler's Catholic Directory, p. 21 of advertisements.)

Rock Hill College, Ellicott City, (Roman Catholic,) organized in 1857, comprises collegiate and preparatory departments, the former having 3 courses of studies, commercial, scientific, and classical.—(Catalogue, 1875–'76.)

St. Charles College, Ellicott City, (Roman Catholic,) is the classical department of St. Mary's Theological Seminary at Baltimore.

St. John's College, Annapolis, (non-sectarian,) established in 1784 and endowed by the State, receives from it an appropriation of $25,000 annually, of which $10,000 is for the board of 50 State students. The departments are preparatory and collegiate, the latter embracing 3 courses, a regular academic, a select, and a post graduate course. The degree of master of arts is conferred only on such graduates of the regular academic course as shall pursue this post graduate course for 2 years at the college or elsewhere. In the regular academic course there are the following departments: ancient languages, modern languages, mathematics, natural science, mental, moral, and social science, and history and the English language and literature.—(Catalogue, 1875–'76.)

Washington College, Chestertown, (non-sectarian,) organized in 1782, has preparatory and collegiate departments. The visitors of this college report an increasing public interest in it throughout the Eastern Shore. The 15 beneficiary students provided for under the acts of 1856 and 1874 were all in attendance in 1875–'76, and gave evidence of the benefits of the system.—(Report of State superintendent, 1875–'76, and return for 1876.)

Western Maryland College, Westminster, (Methodist Protestant,) unlike any of the colleges before mentioned, admits both sexes. The course of study, however, is not the same for both, the young women completing theirs in 3 years, while that for the young men extends over the usual collegiate 4 years. Both sexes have the same instructors, yet the two departments are kept entirely separate. There is a preparatory department and a theological course.—(Catalogue, 1875–'76, and return for 1876.)

Statistics of universities and colleges, 1876.

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	3	....	.....	108	$10,000	.....	.....	$4,000	$800	.....	3,000
Johns Hopkins University.	29	0	0	*a*35	.....	$3,000,000	$180,000	0	0	.....	5,000
Loyola College	13	....	.....	121	.....	.....	.....	.....	.....	.....	*b*21,500
Mt. St. Mary's College.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock Hill College	25	0	97	*c*21	50,000	0	0	.....	0	0	*b*6,250
St. Charles College	12	....	.....	200	.....	.....	.....	.....	.....	.....	*b*4,450
St. Clement's Hall	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. John's College	11	0	54	58	100,000	0	0	1,500	25,000	0	5,000
Washington College	3	....	10	27	60,000	.....	.....	500	5,000	.....	1,400
Western Maryland College.	14	....	35	74	33,000	.....	.....	3,445	1,090	.....	*d*1,000

a Also 54 graduate students.
b Includes society libraries.
c Also 9 graduate students.
d Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The *Maryland Agricultural College*, at College Station, Prince George's County, reports a year of good work, with improving prospects, its organization complete in every particular, and its condition very far superior to last year. The branches of study taught are grouped under the following departments: (1) civil engineering and astronomy; (2) English literature, moral philosophy, and history; (3) pure mathematics; (4) physics and applied mathematics; (5) agriculture, architecture, and drawing; (6) chemistry and natural history; and (7) ancient and modern languages. Agriculture, however, is to be made the leading feature of the course, which requires 4 years for completion. Tuition is free to students from the State; to others there is a charge of $50 annually.—(Report of State superintendent and college catalogue, 1875–'76, and return for 1876.)

The United States Naval Academy, at Annapolis, was founded in the year 1845, by Hon. George Bancroft, Secretary of the Navy, in the administration of James K. Polk. The

course of study, as at present organized, extends over 6 years, and embraces English composition and history, French, Spanish, drawing, applied mathematics, astronomy, electricity, ship building, naval and infantry tactics, public law, navigation, light and heat, steam engineering, ordnance and armor, seamanship, and naval architecture. The requirements for admission are a thorough acquaintance with the fundamental English branches. The number of cadet midshipmen allowed at the academy is 1 for every Member and Delegate of the House of Representatives, recommended by the Member or Delegate from actual residents of his district; 1 for the District of Columbia; and 10 appointed annually at large by the President of the United States.—(Catalogue, 1876–'77.)

THEOLOGY.

Centenary Biblical Institute, Baltimore, (Methodist Episcopal,) embraces theological normal, and preparatory departments, and receives both sexes. Normal students are required to pursue the same biblical studies with those in the theological department. Tuition is free to candidates for the ministry of the Methodist Episcopal Church. The institute is supported entirely by contributions from the church. The biblical course of instruction lasts three years.—(Circular and catalogue, 1875, and return for 1876.)

Mt. St. Clement's College, Ilchester, (Roman Catholic,) organized in 1868, reports a five years' course in theology, and Woodstock College, at Woodstock, (Roman Catholic,) a theological course of 7 years.—(Returns for 1876.)

LAW.

The Law School of the University of Maryland is now in successful operation and is making satisfactory progress. Its course lasts 2 years, and it graduated, in 1876, 29 students.—(Circular and return for 1876.)

MEDICINE.

The College of Physicians and Surgeons, Baltimore, announces through its faculty a continued and increasing success. Clinical illustration and didactic instruction are closely united. A special feature is the establishment of an obstetric clinic in connection with the college, claimed to be a much needed reform in the system of medical education in this country. The course lasts two years.—(Catalogue, 1874–'75, and return for 1876.)

The School of Medicine of the University of Maryland, Baltimore, also gives clinical teaching an important place in the plan of instruction. The university hospital, otherwise known as the Baltimore Infirmary, is the largest institution for the care of the sick in the city. It embraces a gynæcological department, and also one in which facilities are offered for giving instruction in obstetrics.

The medical department of Washington University, Baltimore, reports a two years' course of professional instruction. As a condition of an appropriation made by the legislature of Maryland, 1 student from each senatorial district is received free of charge for tuition. The hospital owned by the school has become virtually the casualty hospital of the city, and all cases of accident brought to it are, when practicable, treated in the presence of the class.—(Circular, catalogue, and return for 1876.)

DENTISTRY.

Baltimore College of Dental Surgery, which claims to be the oldest and for many years the only dental college in the world, has, during the past forty years, graduated nearly 800 students. It now occupies the new, elegant, and commodious building completed for its use in 1875. The plan of instruction is thoroughly practical, while careful attention is given to elementary and theoretical subjects.—(Catalogue, 1876.)

The Maryland Dental College, Baltimore, also claims to offer an eminently practical course of instruction. Lectures, both didactic and clinical, are delivered daily, while the infirmary, under the charge of the clinical professor and demonstrators, is open during the entire year. Diplomas are conferred upon examination when merited, but the candidate for graduation must be 21 years of age.—(Catalogue, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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	8	....	57	4	$100,000	$100,000	$6,700	a$13,895	b1,500
United States Naval Academy	65	...	345	6	3,000,000	0	0	0	18,171
SCHOOLS OF THEOLOGY.									
Centenary Biblical Institute	13	0	c32	3	12,000	3,200	212	.....	.....
Mt. St. Clement's College	5	....	.....	5	.....	.....	.....	.....	9,000
St. Mary's Theological Seminary of St. Sulpice.*	6	....	90	4½	.....	.....	.....	.....	15,000
Theological department of Mt. St. Mary's College.	....	....	.....	....	.....	.....	.....	.....	.....
Woodstock College	10	0	107	7	60,000	0	0	.....	18,000
SCHOOL OF LAW.									
School of law, University of Maryland.	3	....	39	2	0	0	0	4,690	30
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons	11	....	94	2	.....	.....	.....	.....	.....
School of medicine, University of Maryland.	10	....	115	2	120,000	0	0	8,005	300
School of medicine, Washington University.	13	....	42	2	25,000	.....	.....	5,000	.....
Baltimore College of Dental Surgery	12	....	55	2	d9,000	.....	.....	5,473	1,100
Maryland Dental College	10	....	30	....	0	0	0	2,500	.....
Maryland College of Pharmacy	3	....	60	2	6,000	.....	.....	.....	410

* From Report of Commissioner of Education for 1875.

a Also $6,000 from State appropriation.

b Society library.

c Also 36 in a normal department.

d Value of apparatus and specimens.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Maryland Institution for the Instruction of the Blind, at Baltimore, since its first opening, in 1854, has had under its charge about 171 pupils. All of these have received benefit, and many of them have been raised from a position of almost absolute dependence to one of comparative helpfulness and cheerfulness. One is a practising lawyer, another a successful farmer, another a student of divinity, another a piano tuner, others music teachers, broom makers, &c. The studies pursued are reading, spelling, writing, both with the pencil and in the point system; mental and written arithmetic, algebra, physical and descriptive geography, ancient and modern history, English grammar, rhetoric, composition, and declamation. The musical department occupies an important place in the course of study. Special attention has been paid to piano tuning and repairing, which must eventually become one of the most profitable occupations for the blind. Mattress making and chair caning are being taught the boys, and the girls are learning sewing, knitting, crocheting, bead work, and the use of sewing machines. There is a library of 125 volumes. The State appropriation for the year 1876 was $12,875. Number of pupils, 50.—(Catalogue, 1875–'76, and return, 1876.)

EDUCATION OF THE DEAF AND DUMB.

The Maryland Institution for the Education of the Deaf and Dumb, at Frederick, founded in 1867, is under the control of a board of directors appointed by the State for life. There are 91 pupils and 9 professors and instructors, one of whom is a semi-mute. Since the foundation of the institution 178 have been under instruction. The

branches taught are composition, grammar, history, geography, arithmetic, and, to a limited number, the higher English. There is a library of 2,000 volumes. The institution owns 10 acres of land, which, with buildings, &c., is valued at $250,000. The State appropriation for the past year was $27,000. A bequest was left the institution by the late Benjamin Reigle, of Hagerstown, which, when the estate is settled, will, it is believed, amount to $10,000 or $12,000.—(Return for 1876.)

EDUCATION OF COLORED BLIND AND DEAF MUTES.

An institution for the education of the colored blind and deaf mutes was founded at Baltimore in 1872, and is under the control of a joint committee of the directors of the two institutions for the blind and for the deaf and dumb whites. The work performed is similar to that of the parent institutions, and is directed with a view to the future welfare and support of the inmates. In addition to the ordinary education given in the school room, instruction is furnished in broom making and other employments, from which some revenue is derived for the institution. The State appropriation during 1876 was $8,500; number of pupils, 17; value of grounds, buildings, and apparatus, $18,000.—(Special return, 1876, and report of institution for the blind.)

OBITUARY RECORD.

THREE DECEASED EXAMINERS.

The State board says in its report, (p. 15:) "We have to deplore the loss by death during the past year of three faithful public servants: Mr. William H. Perveil, examiner in Anne Arundel County; Dr. Samuel Kepler, examiner in Baltimore County, and Mr. Benjamin Tippett, examiner in St. Mary's County. Varying in their gifts and opportunities, they all agreed in commanding the respect, esteem, and confidence of the board, and the gratitude of their fellow citizens for their labors in the cause of education. 'They rest from their labors, and their works do follow them.'"

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.

Members.	Post-office.
His excellency John Lee Carroll, governor, ex officio, president	Annapolis.
Hon. M. A. Newell, secretary and ex officio State superintendent	Baltimore.
Dr. M. J. Stone	Aquasco.
P. A. Witmer	Hagerstown.
Dr. William M. Hardy	Clarksville.
J. P. R. Gilliss	Whaleyville.

COUNTY EXAMINERS.

County.	Examiner.	Post-office.
Allegany	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	Hillsboro'.
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's	James W. Thompson	Centreville.
Somerset	William E. Jones	Princess Anne.
St. Mary's	George Thomas	Leonardtown.
Talbot	Alex. Chaplain	Easton.
Washington	P. A. Witmer	Hagerstown.
Wicomico	George W. M. Cooper	Salisbury.
Worcester	George M. Upshur	Snow Hill.

*Deceased.

MASSACHUSETTS.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (5–15)	294,708	300,834	6,126	
Children of all ages in public schools	302,118	305,776	3,658	
Average attendance	216,861	218,903	2,042	
Children under 5 attending	2,383	2,084		299
Children over 15 attending	32,986	27,213		5,773
Attending evening schools	16,368	9,337		7,031
TEACHERS AND THEIR PAY.				
Male teachers in public schools	1,169	1,201	32	
Female teachers in public schools	8,047	7,650		397
Whole number of both sexes	9,216	8,851		365
Number trained in normal schools	1,792	1,280		512
Teachers in evening schools	525	364		161
Average monthly pay of men	$88 37	$84 78		$3 59
Average monthly pay of women	35 35	35 25		10
PUBLIC SCHOOLS.				
Number of public schools	5,551	5,542		9
Number of high schools	208	212	4	
Average length of school in days	177	176		1
Number of evening schools	99	114	15	
PRIVATE SCHOOLS AND ACADEMIES.				
Incorporated academies	63	72	9	
Average attendance	7,594	5,776		1,818
Aggregate of tuition paid	$161,215	$225,056	$63,841	
Unincorporated academies and schools	369	341		28
Average attendance	16,650	14,513		2,137
Estimate of tuition paid	$436,938	$447,915	$10,977	
SCHOOLS FOR SPECIAL INSTRUCTION.				
Children in State charitable and reform schools.	1,240	1,308	68	
Average number	812	804		8
Teachers in such schools.	19	18		1
RECEIPTS AND EXPENDITURES.				
Receipts.				
From taxation	$6,082,214	$5,762,936		$319,278
From interest on permanent fund	177,227	152,704		24,523
From other funds	120,256	124,751	$4,465	
From other sources	30,787	65,145	34,358	
Total	6,410,514	6,105,536		304,978
Expenditures.				
Cost of superintendence	119,691	140,335	20,644	
School books and apparatus	6,577	4,611		1,966
Erecting and repairing school houses	1,533,143	1,205,822		327,321
Cost of public schools, exclusive of above items.	4,358,524	4,400,898	42,374	
Total	6,017,935	5,751,666		266,269

Summary of statistics—Continued.

	1874–'75.	1875–'76.	Increase.	Decrease.
EXPENDITURE PER CAPITA—				
Of school population	$22 00	$24 48	$2 48	.....
Of pupils enrolled	20 00	24 08	4 08	.....
Of average attendance	30 00	33 65	3 65	.....
STATE SCHOOL FUND.				
Available school fund	2,065,238	2,066,866	1,628	.....

(Returns for the two years indicated, report of State board and secretary for 1874–'75, with advance sheets of a portion of that for 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Sketch by Hon. Joseph White, in State report on education. 1873–'74; Barnard's New-England Journal of Education, vol. xxiv, 1873, pp. 264-278; statute laws of Massachusetts, from 1826; school laws, edition of 1875.

COLONIAL LEGISLATION.

Settled in 1622, this Puritan Commonwealth had, in twenty years, so far advanced as to enact in 1642 that the selectmen of every town should "have a vigilant eye over their brethren and neighbors, to see that they teach their children and apprentices, by themselves and others, so much learning as may enable them to read the English tongue and the capital laws, upon penalty of twenty shillings for every neglect therein."

To facilitate the performance of the duty thus imposed, it was further enacted, five years later, (1647,) that every townsbip of 50 householders within the colony should appoint one within the town to teach all children that should resort to him to write and read, provision being made for payment of his wages, either by the parents and guardians of the children taught or by the inhabitants in general. And in addition to this elementary instruction, every town of 100 householders was required to set up a grammar school, with teachers competent to prepare youths for the university, each town neglecting to set up such school to pay £5 per annum to "the next nearest school."

Provisions nearly resembling these were made five years later in the neighboring Plymouth Colony, then under a separate control, and these provisions seem to have held throughout the colonial times.

EARLY STATE LEGISLATION.

In 1789, the year after the ratification of the Federal Constitution, Massachusetts revised her school law, making it require both fuller instruction and more definite school terms. Thus it was provided that every town of 50 families should sustain schools wherein children might be taught to read and write and be instructed in the English language, arithmetic, orthography, and decent behavior; the terms of said schools for such towns to be equal to one school of 6 months. Towns of 100 families were to sustain these schools for terms equal to one of 12 months; towns of 150, for terms equal to one of 18 months; and towns of 200, for terms equal to one of 12 months; these last, however, sustaining also a school in which should be taught the Latin, Greek, and English languages for 12 months in each year.

It was in this revision of 1789 that, "in consequence of the dispersed situation of the inhabitants of several towns," making it difficult to collect the children in any one place for instruction, such towns were authorized to determine and define, in a town meeting called for that purpose, the limits of school districts. A supplementary law of the next year allowed the further privilege of district taxation for school houses. Both these concessions were merciful allowances to people in embarrassed circumstances, and the kind spirit of them is deserving of respect; but they proved to be the germ of a miserable district system, from which Massachusetts has only recently escaped, and which, too generally adopted elsewhere instead of the better township

system, has been the fruitful parent of ungraded, ill managed, and poorly instructed schools.

As far as possible these evils and others were here warded off by the requirement that only duly certified teachers should be engaged in all the schools provided for under the law; that the teachers in the grammar schools must be university graduates or have a certificate of qualification from a learned minister of the town, and that no child who had not at least learned to read should be admitted to the grammar schools. Visitation and inspection by the selectmen and minister were also provided for.

In 1800, with modifications in 1802 and 1815, districts were required to provide suitable houses for their schools; and, if they should neglect to do so, the town, on the application of four residents in a neglectful district, might take the thing in hand and see that it was attended to.

SUCCESSIVE IMPROVEMENTS.

Things worked on as thus arranged till March 4, 1826, when a law was passed to provide for a more systematic and business-like management of schools. This law required the election of a school committee of not less than 5 persons, at the annual town meeting in each town, the said committee to visit the town schools, examine their discipline, require evidence of qualification in the teachers, determine the class books to be used, and make returns to the secretary of the Commonwealth, according to a form to be furnished by him.

This great improvement was itself improved by a revised law of March 10, 1827, which provided for a school committee of 3, 5, or 7 persons in each town and of 1 in each school district, this last to be called the prudential committee. The duties of the town committee were as before mentioned, with the addition that, where children in the schools were not duly supplied with school books, they were to see that such books were provided and that payment for them was secured from parents with ability to pay. Those of the prudential committeeman were to keep the school house of his district in order, to select and contract with a school teacher, to provide fuel for the school, and to give the town committee such assistance and advice as might be necessary.

March 31, 1834, a new law made provision for a permanent State school fund, to be formed from the proceeds of lands owned by Massachusetts in the State of Maine and from the claim of the State on the United States for military services, to which other sources have since been added. This fund, originally limited to $1,000,000, has grown, through successive elevations of the lawful maximum, till, in 1876, the reported aggregate was $2,066,866.

In 1836 the care of the State for the schooling of her children was further shown by the passage of a law, April 16, (to take effect April 1, 1837,) forbidding the employment in factories of children under 15, on pain of $50 fine, unless such children should have attended school for 3 months in the year preceding the employment. In the same year returns of private schools and academies were required from the committees.

The next year, April 20, 1837, came an act which went far toward a completion of the State school system by securing for it a sort of headship at the capital, beyond the previous managing committees in the towns. This was the creation of a State board of education, consisting of the governor and lieutenant governor ex officiis and of 8 other persons, appointed by the governor, with advice and consent of council, one of the 8 to be changed each year; the board was to submit annually to the legislature an abstract of all returns made to it from the public schools, with such observations and suggestions as it might think necessary, and had the privilege of appointing its own secretary, whose duties were to be essentially those of a State superintendent of instruction.

The board thus constituted was favored by obtaining as its first secretary Hon. Horace Mann, already highly distinguished for his efforts in the cause of education, and from this time the central figure in the van of the school hosts. He gave himself, with all his well trained energies, to the work which now devolved on him, and immediately made his presence felt. One of his first aims was the establishment of libraries to aid the education going forward in the schools, and to this end the legislature was induced to authorize each school district to raise for the first year $30 for the establishment of a library and $10 in each subsequent year for the purchase of new books. March 2, 1842, a State appropriation of $15 to each school district that should raise an equal sum for a district library was also secured by Mr. Mann. He next devoted himself to the improvement of the qualifications of teachers, and found in this a ready helper in Mr. Edmund Dwight, of the State board. Mr. Dwight pledged for this purpose $10,000 from his private means if an equal sum could be secured for it from the State. The offer of Mr. Dwight was made March 10, 1838, and on the 13th Mr. Mann presented it to the legislature. It was accepted, and on the 19th of April $10,000 were appropriated by the State and put at the disposal of the board of education "to meet $10,000 more, contributed by private munificence," and "to aid in qualifying teachers for the common schools." This was the germ of the normal school system of the United States, first advocated by Thomas H. Gallaudet and James G. Carter, in 1824–'25, and ten years

afterward urged by Rev. Charles Brooks. Three schools for training teachers were established within the next two years, and two others, besides a normal art school, have since grown up within the State, while the number in the whole United States has come to be 151.*

March 18, 1839, came a further result of the deliberations of the board and the counsels of its energetic secretary in a clear defining of the duties of towns and their committees. Thus it was provided, in a law of that date, that in every town should be kept each year, at the town charge, by a teacher or teachers of competent ability and good morals, a school for the instruction of children in orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, for the term of 6 months, or two or more schools for terms which together should equal 6 months. And in every school containing an average of 50 scholars a female assistant or assistants must be employed. Any two or more contiguous districts were authorized to unite for the purpose of forming and sustaining a union school.

The apportionment of the State school fund slightly varied at different times. March 18, 1839, it was made to be according to the number of persons in cities and towns between the ages of 4 and 16, as ascertained and certified by the school committee, no town to receive its share if it had failed to report its schools the year before or to raise by taxation for support of schools at least $1.25 for each child of school age. February 22, 1840, the basis was changed, and the distribution was directed to be according to the number of persons in cities and towns as ascertained by the State census of 1837. And again, in 1841, February 8, there was a return to the former rule of apportionment according to school population as certified by the school committee, with the same restriction to towns that had not raised by tax for support of schools $1.25, at least, for each person of school age.† Since 1858 one-half the apportionment goes to the public schools, while the other half is held for other educational purposes. This was the natural supplement of the establishment of the board of education, with its secretary, bringing the aid of the State to the people of the towns for the sustenance of schools, which it undertook in some degree to supervise.

FINAL PERFECTING OF DETAILS.

A State school system thus established and provision made for meeting taxation by the towns with assistance from the State, nothing remained but to get the machinery of the system into the best working order possible, and then to bring as many children as possible into the schools.

In the former line, one important step was the securing of superintendence of the schools of towns and cities, first by the voluntary action of the school committees of Springfield and other places from 1841 to 1854, and in the latter year by a legislative enactment allowing cities and towns to annually require the school committee to appoint a superintendent of public schools, to have the care and supervision of them, under direction of the committee. Since 1874 the committee may do this without city or town action. Another step was a succession of efforts from 1859 to 1873 to get rid of the district system in favor of the town system of public schools. A third was the authorization of a more liberal range of teaching: April 24, 1850, of physiology and hygiene; February 2, 1862, of agriculture also, where it should be deemed expedient; in 1865, of vocal music and drawing too, at the discretion of the school committee; and May 18, 1870, drawing, without such discretion, in any city or town having more than 10,000 inhabitants. A fourth was a law passed May 2, 1850, to furnish dictionaries for reference to each district and public school, above the primaries, that should provide a suitable desk or case for the reception of the same, with another law, March 24, 1873, allowing towns to loan text books for school use to any pupils in the public schools.

In the latter line, of bringing as many children as might be into the schools, came several enactments: in 1850, a truant law, which authorized the towns to make needful by laws concerning habitual truants and to appoint truant officers to see to the execution of the same, a power now delegated to the school committee; in 1846, a compulsory law, amended May 18, 1852, to require parents and guardians to send children of 8 to 14 years of age to school within their town or city for at least 12 weeks each year, 6 of these weeks to be consecutive; again amended May 12, 1873, to extend the time to 20 weeks; and once again, May 11, 1874, to make the 20 weeks two terms of 10 consecutive weeks each; in 1857, May 18, a law to authorize the establishment, in towns and cities, of evening schools for persons over 15 years of age, the school committee to control and superintend the studies; and in 1872, March 9, a further authorization of the establishment of industrial schools, attendance on these, however, not to take the place of the attendance on the public schools required by law.

In the way of special instruction, the education of the deaf and dumb had been provided for as early as 1819; that of the blind was looked after in 1829; that of adults

* Teachers' institutes, to further aid in training for school work, were conducted by Mr. Mann in 1845, at the expense of Hon. Edmund Dwight; the legislature in the following year appropriated $2,000 from the school fund to continue the work. Voluntary meetings of teachers for mutual improvement are now common.

† Changed in 1865 to $3 for each person between 5 and 15.

whose early training had not been attended to was committed to the care of towns and cities in 1847; that of juvenile delinquents to the same in the same year; and that of neglected children to their care, in 1866. The feeble-minded had a school established for their benefit in Boston in 1874.

A full system for the instruction of every minor in the State, and even for some who are not minors, has thus been rounded out, and, although still needing some slight improvements, stands as a noble monument of the wisdom of the people and of the men who have framed their laws.

ADMINISTRATION OF THE SYSTEM.

The main authority in almost all school matters has rested, from the beginning, with the people of the towns, and has been exercised by them through their school committees. Since 1837 the State board of education has had general oversight of the school system of the State, though with very little power of direction or control. It may hold property in trust for the Commonwealth for the benefit of schools, may prescribe the forms of registers and of school returns, and may elect its secretary. Beyond this it has no authority, except to make suggestions as to improvements to be sought, embodying these usually in its annual report to the legislature. Its secretary is the chief executive school officer. His duties are to make an abstract of the annual school returns, to inform himself as to the condition of the schools and the means of improving that condition, to suggest such improvements as are especially to be attempted, and to keep himself in communication with the people of the Commonwealth, with a view to the arousing and guiding public sentiment in relation to the practical interests of education. The first secretary, as before stated, was Hon. Horace Mann, from 1837 to 1848. His successors have been Dr. Barnas Sears, from 1848 to 1855; Hon. Geo. S. Boutwell, from 1855 to 1861; and Hon. Joseph White from that time till the close of 1876.

State agents, "to visit the several towns and cities, for the purpose of inquiring into the condition of the schools, conferring with the teachers and committees, and lecturing on subjects connected with education," have formed since 1850 a special feature of the school administration, performing much of the field duty of the secretary and aiding greatly in the oversight and improvement of the schools. Such men as Ex-Gov. N. P. Banks, Prof. S. S. Greene, Hon. B. G. Northrop, and Abner B. Phipps have served among these agents and have honored the position which they held.

ELEMENTARY INSTRUCTION.

The following account of the schools and the organization of the school system of the State is taken from a statement prepared in 1876 for the Centennial Exhibition.

GENERAL STATISTICS.

Area of the State, 7,800 square miles; population, 1,651,912; valuation of property, $1,840,732,706; number of cities, 19; of towns, 322; number of common schools, 5,350; of teachers, 8,269; of pupils, 289,950, and including those in public high schools, 305,776. The average length of public schools for the year was 8 months and 17 days. Number of evening schools, 114; of teachers, 364; of pupils, 9,337. Total expenditures for public schools, $6,201,614; for erecting and repairing school buildings, $1,533,143; for each child of school age, $21.* School fund, $2,065,238; income, $167,655; moiety to cities and towns, $83,827. Total value of school buildings in 1838, $550,000; in 1876, $20,856,077.

STATE BOARD OF EDUCATION.

The State board of education, established in 1837, consists of the governor, lieutenant governor, and 8 persons appointed by the governor for a term of 8 years, 1 retiring each year, in the order of appointment. It holds in trust any grant or devise of lands and any donation or bequest of personal property made to it for educational purposes; prescribes the form of school registers and of blanks for school returns; has charge of the State normal schools; appoints a secretary, agents, the art director, and the visitors and teachers of the normal schools, and makes an annual report to the legislature of its doings, with observations and suggestions, together with an abstract of the school returns. The incidental expenses of the board and official expenses of members are paid out of the income of the school fund.

SECRETARY OF THE BOARD OF EDUCATION.

The secretary is appointed by the board. His salary and travelling and office expenses are paid out of the income of the school fund. He receives, arranges, and makes abstracts of school reports and returns; collects information respecting the condition of educational interests, and diffuses it to promote those interests. He suggests improvements to the board, visits different parts of the State to awaken public interest in

* The secretary of the State board of education reports this item $22.

educational matters, and attends educational meetings. He conducts, by himself or agents, teachers' institutes, sends blanks, registers, and reports of board to towns and cities, and is a visitor of each of the State normal schools.

AGENTS OF THE BOARD OF EDUCATION.

The board is authorized by statute to appoint one or more agents. There were 5 of these agents in 1876. They are assigned to different sections of the State, where they visit towns and cities, observe schools, confer with teachers and committees, give advice and instruction in principles and methods of education by lectures and teaching exercises, and hold institutes.

STATE DIRECTOR OF ART EDUCATION.

This officer is appointed by the board of education as one of its agents. He is at the head of the State Normal Art School, superintends the instruction in drawing and examines the classes in the State Normal School and in the free industrial drawing schools of the cities and towns, and visits the cities and towns to confer with teachers and committees.

CITY AND TOWN SCHOOL COMMITTEES.

These are elected by the people for three years, one-third retiring annually, and have entire charge and superintendence of all public schools in towns. They report annually in print to the town, and make annual returns to the secretary of the State board of education, and receive a per diem allowance for services, the minimum of which is fixed by statute. Women are eligible.

CITY AND TOWN SUPERINTENDENTS.

School committees of cities or towns may appoint superintendents, if it be so ordered by annual vote. The compensation is fixed by the committee, and the superintendent works wholly under their direction and control, and reports to them. In cases where superintendents are appointed, school committees receive no compensation.

COMMON SCHOOLS.

Common schools are required in every town, and must be kept for 6 months in number sufficient for all children. They must instruct in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, drawing, and good behavior; and may instruct in algebra, vocal music, physiology and hygiene, agriculture, and sewing. They are graded in the cities and villages and ungraded in the rural districts.

ATTENDANCE.

Attendance upon the common schools is compulsory for children between 8 and 14 years of age, to the extent of 20 weeks in two terms, each of 10 consecutive weeks. Towns and cities are required to make by laws concerning habitual truants and to designate a place of confinement and instruction for them. School committees are required to appoint and fix the compensation of two or more truant officers. Towns and cities are authorized to provide for neglected children under 16 years of age.

EVENING SCHOOLS.

Evening schools were first kept in 1836 and were organized by law in 1857. They may be kept in any town for persons over 12 years of age, but do not take the place of other schools. They are under the control of the school committee.

INDUSTRIAL DRAWING CLASSES.

These are required in cities and towns having 10,000 inhabitants, are free to all, and are under the control of the school committee. They are usually held in the evening.

KINDERGÄRTEN.

Statistics for 1876 have been received from 9 Kindergärten, 5 of them located in Boston, the others in Cambridge, Florence, and Yarmouthport. There were 172 children attending and, besides the conductors, 7 assistant teachers. In 3 of these schools the age of admission was from 3 to 6 years; in 3 others, from 3 to 7, and in the remaining 3 from 3 to 5, 3 to 7, and 3½ to 7. There is another school at Boston and one at Newton Centre from which no information has been received this year.

CITY SCHOOL SYSTEMS.

BOSTON.

Officers.— A board of education of 24 members, with a city superintendent of schools and 6 supervisors.

Statistics.— Population of the city in 1875, 341,919. Number of persons between 5 and 15, May 1, 1876, 58,636. Number of different pupils enrolled: boys, 29,554; girls, 25,833;

total, 55,417. Average number of pupils belonging to day schools, 46,098. Ratio of enrolment to school population, 94; ratio of average number belonging to the school population, 78. Average daily attendance of pupils in day schools, 42,797; average per cent. of attendance, 92.8. Average number belonging to evening schools, 2,913; average attendance at same, 1,598. Aggregate number belonging to day and evening schools, 49,423. Number of teachers in day schools: men, 150; women, 998; total, 1,148; in evening schools: men, 36; women, 106; total, 142; in evening drawing schools, 16, (all men;) total, 1,306, of whom 50 are special teachers. Number of day schools, 486; evening schools, 17; drawing schools, 6; total, 509. Cost of education per scholar, based on average number belonging to the day schools, $36.15. Total expenditures for school purposes, $2,015,380.84.

Remarks.—The system comprises four grades of day schools, the primary, grammar, high, and normal. Pupils are admitted to the primary schools at 5 years of age, and the course is designed for 3 years, with 6 half yearly steps. For pupils who are above the proper age of primary pupils, and yet are not qualified for the grammar grade, there are schools called intermediate, their twofold object being to relieve the primary classes from pupils of an unsuitable age and to shorten the preparation of these backward pupils for the grammar schools. The course in the grammar schools comprises 6 steps, each requiring about 1 year.

The high schools are of different types, mixed and unmixed, classical and scientific. The Latin school receives pupils at 9 years of age, with qualifications about equivalent to the requirements of the first year's grammar school course, its full course comprising 8 years. The 7 other high schools are to have a uniform course of 3 years. For the graduates, a post graduate course of 1 year is provided, for the girls, in the Girls' High School, and for the boys, in the English High School. The number of pupils belonging to these 8 schools during 1875–'76 was 2,173; average daily attendance, 2,062.

The normal school is now distinctly graded above the high schools, and the qualification for admission is the completion of the high school course or its equivalent. The course of study is entirely professional and lasts only one year. The number of pupils who belonged to this school in 1875–'76 was 69, of whom 61 received diplomas of graduation at the close of the year.

Besides the foregoing grades, the system comprises an evening high school and evening elementary schools, schools for licensed minors, (newsboys and bootblacks,) a school for deaf mutes, a Kindergarten, and evening industrial drawing schools. The evening high school, during the six months in which it was in operation, from October, 1875, to March, 1876, had a total enrolment of 1,999 pupils and an average attendance of 321, of whom 214 were young men and 107 women. During the same period there were in the 16 elementary evening schools an average of 2,038 pupils belonging and of 1,277 in daily attendance. In the 6 evening drawing schools, 412 pupils were taught by 16 teachers, the total expense, including instruction, materials, and incidentals, being $13,154.80. These schools are well organized and they are imparting excellent instruction in the different branches of industrial drawing.

The deaf mute school is well managed and well taught on the articulation plan as improved by the application of Professor Bell's system of "visible speech." During the year 65 pupils on the average were taught in this school by 8 teachers.

The 2 schools for newsboys and bootblacks have done much to improve their pupils. The morning and afternoon sessions are each 2 hours in length. The newsboys attend one and the bootblacks the other. Average number belonging, 67.

The only Kindergarten belonging to the system is taught by one teacher, and has an average of 25 pupils from 3 to 7 years of age. Ever since its establishment in 1870 it has been constantly improving, and is now believed to be a model institution. The superintendent thinks more of them ought to be established and that the expense attending them might be lessened by increasing the number of pupils to a teacher.—(Report for 1875–'76 of the city superintendent of schools, John D. Philbrick.)

CAMBRIDGE.

Officers.—A school committee of 15 members, of which the mayor of the city is chairman ex officio, and a city superintendent of schools.

Statistics.—Population of the city, 47,838; number of children between 5 and 15 years of age, 8,128. Number enrolled in day schools during the year, 9,411; average number belonging during the year, 7,167; average daily attendance, 6,527; average per cent. of attendance, 91. Average attendance in evening schools, 366; in evening drawing schools, 104. Number of pupils in private schools, 858. Number of teachers in public day schools, 184; in evening schools, including 2 in drawing schools, 51. Number of schools, day and evening, 36. Expenditures for all school purposes, $262,935.15.

Remarks.—The public schools are graded as primary, grammar, and high. The primary grade is divided into 3 classes, embracing as many years; the grammar into 6; and the high into 4 for the complete English course, into 3 for the shorter English course, and into 5 for the classical course. There is a training school for practical

instruction in methods of teaching, open to graduates of the high school and to others having equal qualifications. There are also 6 evening schools and 2 evening drawing schools, which are doing valuable work. Drawing, as a branch of instruction, has been steadily growing into favor, as its object and utility have been better understood. Vocal music is taught acceptably by teachers of the public schools, under the superintendence of a special teacher.—(Report for 1875–'76 of school committee and city school superintendent, Francis Cogswell.)

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, who is also secretary of the board.

Statistics.—Number of pupils between 5 and 15 years of age in the city, 2,208; number of that age registered in the schools, 1,878; whole number of pupils registered, 2,319; average number belonging to the schools, 1,985; average daily attendance, 1,783. Number of schools in operation, 40. Number of teachers employed, 50.

Remarks.—The schools are graded as primary, secondary, intermediate, grammar, and high. There are also 7 ungraded schools. Two evening schools were kept, one 11, the other 8 weeks, having an aggregate attendance of 140 pupils. The evening drawing school is becoming more successful and popular year by year.—(Report of school committee, 1875–'76, Joseph G. Edgerly, superintendent.)

LOWELL.

Officers.—A school committee of 12 members, 2 for each ward, of whom the mayor and the president of the common council are members ex officiis. The officers of the committee are a chairman, vice chairman, and secretary, who is also city superintendent of public schools.

Statistics.—Number of children between 5 and 15 years of age, 7,400. Average number of pupils belonging to the schools, 5,732; increase for the year, 199. Average number of pupils to each teacher, 42.4; average attendance, 5,224; average per cent. of attendance, 91.1. Number of public schools, 71; number of teachers employed in them, 135. Expenditures for school purposes, $122,858.44.

Remarks.—The public schools consist of 1 high, 8 grammar, 3 intermediate, and 59 primary, with 5 evening schools. The percentage of attendance is a fraction greater than that of last year, owing, probably, to continued dull times; fewer children being able to work in the mills. The school-houses, without exception, are in good repair. The committee on music reports that this branch has been taught more successfully during the past year than at any previous time. Five evening schools have been sustained, in which there was an enrolment of 1,147 men and 591 women; total, 1,738; total average attendance, 587. An evening high school has also been opened and promises good results. There was at the day high school an average attendance of 289 pupils during the year; total enrolment, 299. In this school two courses of study are provided, classical and English, occupying 4 and 3 years, respectively; the former includes both Greek and Latin as required studies and French as an optional study.

The reform school, which is reported in excellent condition, has been for the last 15 years under the control of Mr. W. A. Lang, a gentleman of great tact and patience, as well as experience. Owing to his excellent management, the school will compare favorably with any public school in the city, composed of the same class of pupils, in respect to deportment and advancement in study.—(Report of school committee, 1875–'76, Charles Morrill, superintendent of city schools.)

LYNN.

Officers.—A school committee of 17 members, 1, apparently, for each ward, and 12 elected at large, 3 of the latter being women. The president and secretary are both members of the board.

Statistics.—Number of persons, 5 to 15 years of age, 5,924. Number of pupils in day schools between 5 and 15 years of age, 4,594; total number of pupils in the day schools, 4,941. Average number of pupils belonging to the day schools, 4,789; average daily attendance, 4,264; average number belonging to evening drawing school, 60. Number of schools, 63; of teachers, 113. Expenditures for public school purposes, $110,481.32.

Remarks.—Drawing is a prescribed study in the schools. There has been a general progress in it, and some marked exhibitions of talent. In the evening mechanical drawing school the interest is increasing. Music is one of the regular exercises in the schools, and the proficiency attained in it in some of the schools is very remarkable. One of the great scourges of the schools is truancy. The best efforts of the truant officers have been crippled by the want of an institution where truants can be confined as such, agreeably to the provisions of statutes recently passed.

The schools are graded as primary, grammar, and high, the latter having an average attendance of 157 pupils, of whom 44 graduated in 1876—25 girls and 19 boys.—(Report of school committee, 1875–'76, William P. Sargent, secretary.)

NEW BEDFORD.

Officers.—A school committee of 18 members and a city superintendent of schools.

Statistics, (for 1875.)—Number of children of school age, 4 002; number attending public schools, 3,599; average per cent. of attendance, 93; number of schools, 23; number of school buildings, 25; of school rooms, 91; of teachers, 100.

Remarks.—There is comparatively little unnecessary irregularity of attendance and instances of truancy are few. The percentage of attendance, too, is regarded as very good; especially when allowance is made for the fact that there are several large mill corporations in the town, that it is a seaport, that numbers of children attend private schools, and that the remainder can be accounted for to within a few individuals as either at school elsewhere, in employment, or else positively incapacitated for attendance at school. Music and drawing have been pursued with satisfactory results. Two evening schools have been in operation with an enrolment of 260 and an average attendance of 108 pupils.

A new high school building has been recently erected, an edifice carefully and intelligently planned, magnificent in its proportions, and furnished with the most approved facilities for instruction. The enrolment in the high school was 227; average attendance, 213.

The training school for teachers had an enrolment of 17, all girls.—(Report of school committee and Superintendent H. F. Harrington, for 1875.)

NEWBURYPORT.

Officers.—A school committee of 9 members, with a chairman, secretary, and agent.

Statistics.—Number of children in the city between 5 and 15 years of age, 2,505. Number of pupils registered during the year in public schools, 2,415; average attendance, 16,65. Expenditures for school purposes, $29,126.83.

Remarks.—The system embraces primary, grammar, and high schools, there being 2 of the latter, 1 for each sex. These had an attendance during the year of 221 different pupils and an average attendance of 151. There are also 2 evening schools, 1 for each sex, which have done a good work. The evening drawing school was well attended, but the plan of supporting instruction in this art seems not to be received with such favor in this city as elsewhere in the State. It languishes in the day schools and is not generally encouraged by the public.—(Report of school committee, 1875–'76.)

SALEM.

Officers.—A school committee of 18 members from 6 wards, with the president of the 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 (5 to 15 years) in the city, 4,430; number attending public schools, 3,442, of whom 341 are over 15 years of age. Number attending private or denominational schools, 725. Whole number of pupils in all day schools, public and other, 4,167. Average cost per capita of pupils enrolled in public schools, $18.29; average cost of tuition per pupil in private schools, (in 1874–'75,) $27.11. Number of teachers employed in public schools, 87, of whom 45 are graduates of normal schools. Amount of salaries paid to teachers, $63,424.23; other expenses, $37,752.12.

Remarks.—The organization of the schools embraces primary, grammar, high, training, and evening schools. Their condition, as a body, is prosperous and improving, though not fully answering to the desire of the teachers and the superintendent. The primary schools, as a whole, seem to be in better condition than the grammar schools. Many of the latter, as well as some of the lower primary classes, are too full for the best teaching. The ungraded half time school in the vicinity of the Naumkeag Mills has, as usual, been doing excellent service. Careful attention is given to the teaching of drawing and of vocal music, with good results. Number of pupils enrolled in the high school, 251, of whom 25 boys and 5 girls are preparing for college.—(From report for 1875–'76 of school committee and Augustus D. Small, city superintendent.)

SPRINGFIELD.

Officers.—A board of education of 9 members and a city superintendent of schools.

Statistics.—Number of children 5 to 15 years of age, 5,408; number of pupils enrolled in the day schools, 5,890; average number of pupils belonging, 4,481; average daily attendance, 4,183. Number of pupils in evening schools, 377; in drawing school, 122. Total number of pupils, 6,389. Current expenditures for public schools, $106,949.

Remarks.—The general condition of the schools is good; the work of the various classes has been faithfully performed, and the attendance has slightly increased during the year. The high school has an increased enrolment, reaching now 345. This school has, within 3 years, increased in numbers 73 per cent. and in the average number belong-

ing 87 per cent., while the increase in the expense of sustaining it (one additional teacher only) has been but 9 per cent. In the drawing schools the number is not quite so large as last year, but in the evening schools the enrolment is somewhat greater and the attendance is more regular than formerly. These schools are all doing a very satisfactory work.—(Report for 1875–'76 of A. P. Stone, city superintendent of schools.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There are now 5 of these schools besides the State Normal Art School. They are for the instruction and training only of persons intending to teach. One at Framingham, opened in 1839, is for women only; that at Westfield, opened in 1839, is for both sexes; Bridgewater school, opened in 1840, is also for both sexes; the Salem school, opened in 1854, is for women only; the school at Worcester, opened in 1874, is for both sexes. There is a regular course of 2 years, in 4 terms of 20 weeks each, and an advanced course of the same length or a single course of 4 years. Instruction is given in the regular course in all English branches taught in the public schools, and in Greek, Latin, French, German, and higher mathematics in the advanced course. All these subjects are studied with reference to teaching them, and special instruction is given in the principles and methods of school organization, government, and teaching. The normal schools are under the general control of the board of education, and each one is under the immediate supervision of a board of 3 visitors, consisting of 2 members of the board of education, with the secretary of the board. At Bridgewater, Westfield, and Framingham, boarding halls are connected with the schools, where students live at cost. The schools are supported wholly by the State and tuition is free. The Normal Art School, established in 1873, is to furnish trained instructors in industrial art to the towns and cities. It is under the control of the board of education, is supported by the State, and is open to both sexes.

The aggregate attendance upon the 5 normal schools in 1876 was 942, all but 76 being women. The number of graduates during the year in all, except the school at Worcester, is 203. This school has graduated 12 students since its beginning in 1874. Although open to both sexes, its privileges seem to be used almost exclusively by women, and it is stated that a change may, therefore, be made in the plan of the institution, reserving it exclusively for them. The experiment of securing practice in teaching, by distributing the pupils in their senior year as assistants or apprentices in the public schools, has been diligently followed here, and is believed to be of substantial value.

The Massachusetts Normal Art School, in this the fourth year of its existence, now has the 4 classes into which its work is divided in successful operation. The curriculum of study is designed to occupy 4 years, though many students who can give only a part of their time to study are unable to complete it in that period; such are teachers of drawing in public schools or classes. A large majority of the special teachers of drawing employed in the public schools of the State either have been or are now students in this school, and all teachers of drawing in the State normal schools have been trained here. The attendance in 1876 was 442: 271 women and 171 men. One-half of these were residents of Boston and the remainder, except 10, came from the State outside of that city.—(Centennial Statement, and report of board of education for 1876.)

TEACHERS' INSTITUTES.

Teachers' institutes are authorized by statute. They are held in various parts of the State by the secretary and agents of the board of education, and are supported by the income of the school fund.

NEW-ENGLAND JOURNAL OF EDUCATION.

For teachers already in the schools, no agency has been more valuable than that afforded by this ably edited and useful journal, conveying to them every week information as to methods of instruction, suggestions as to the discipline to be maintained, and discussions of almost every important topic connected with school management and school work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

These schools, established in 1634, are allowed in every town and required in towns of 500 families or householders; they are for the benefit of all the inhabitants and must be kept 36 weeks. Besides the branches taught in common schools, instruction is given in general history, book keeping, geometry, natural philosophy, chemistry, botany, civil government of Massachusetts and the United States, and Latin. A higher grade is required in towns of 4,000 inhabitants. Besides branches previously mentioned,

schools of this grade furnish instruction in Greek, French, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

High schools were taught, during 1875–'76, in 148 cities and towns required by law to maintain them and in 42 that were not thus required, more than one high school, too, being taught in many of these towns, thus making a total of 211 in 190 cities and towns. The entire population of such cities and towns was 1,481,264, while that of the remaining cities and towns not providing high school instruction was only 170,388. From these figures it appears that facilities for public high school education are provided in cities and towns embracing more than seven-eighths of the entire population of the State. The total attendance upon these schools was 15,826. Number of teachers, 582.—(Centennial Statement, and High Schools of Massachusetts, by Abner J. Phipps, agent of the board.)

PRIVATE SECONDARY SCHOOLS.

In 5 schools for boys, 16 for girls, and 27 for both sexes, outside of the public school system, there have been reported to this Bureau 2,839 pupils under 222 teachers. Of these 649 are in classical studies, 713 in modern languages, 166 preparing for a classical course in college and 22 for a scientific course. Drawing is taught in 15 of these schools, vocal music in 25, and instrumental in 26. Chemical laboratories are reported by 27, philosophical apparatus by 26, and libraries numbering from 40 to 5,170 volumes by 34.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Two preparatory departments of colleges and 22 independent schools of this class report, under the instruction of 157 teachers, 1,761 pupils, of whom 1,552 were in classical and 209 in scientific departments. Ten of these schools report the possession of chemical laboratories and of gymnasiums, 13 of philosophical apparatus, and 15 of libraries. In these the number of volumes ranges from 200 to 3,000 and aggregates 20,750.

BUSINESS COLLEGES.

Five of these, 4 in Boston, 1 in Pittsfield, report for 1876 a total of 22 teachers and 1,174 pupils, of whom 11 were studying French, the remainder being unclassified as to their studies. All the 5 teach common English branches and correspondence, with book keeping; 4 teach penmanship and banking; 3, commercial law; 2, life insurance; and 1, surveying.—(Returns to Bureau of Education.)

BROMFIELD ACADEMY.

By provision of the will of Mrs. Margaret Bromfield, of Harvard, recently deceased, Bromfield Academy, a school for boys and girls, has been endowed. It is to be erected on the site of the old Bromfield mansion. The endowment is a residuary one, and its amount is variously estimated at from $75,000 to $100,000. A condition of the gift made is that such pupils as, in the judgment of the selectmen of the town, are too poor to pay tuition shall be admitted free; another stipulation is that boys shall not be admitted in numbers to exceed more than one-third of all the pupils, and never to the exclusion of girls.—(J. S. Eaton, M. D., May 12, 1877.)

SUPERIOR INSTRUCTION.

AMHERST COLLEGE.

Amherst College, Amherst, (Congregational,) offers 3 courses of instruction, classical, scientific, and partial. The scientific course lasts only 3 years and is the same as the classical, except that it omits Greek entirely and Latin after the first term of freshman year, taking instead optional studies in science and modern languages. The partial course is for the benefit of persons who are unable to pursue the full one for the degree of B. A. Provision is made for graduate study when desired. Exercise in the gymnasium is required at an appointed hour each day. The college has a fund of $75,000, the income of which is appropriated to aid young men who are preparing for the ministry and need assistance.—(College catalogue, 1876–'77.)

BOSTON COLLEGE.

Boston College, Boston, (Roman Catholic,) opened in 1864, is conducted by the Fathers of the Society of Jesus, is for day scholars only, and in its seven years' course, includes preparatory, classical, and scientific studies.—(Catalogue, 1875–'76.)

BOSTON UNIVERSITY.

The Boston University, located in Boston and organized in 1873, is under the influence of the Methodist Episcopal Church. The departments are colleges of liberal arts, of music, and of agriculture, and schools of theology, law, medicine, and oratory. The attendance in all departments has increased during the year from 478 to 627, of whom 144 were young women. The increase in the number of young women over that of

last year was 42, a fraction over 41 per cent.; the increase in the number of young men was 107, a fraction over 28 per cent., showing that the tendency is toward a more nearly equal representation of the sexes in the university.

During the year reviewed by the report of 1875–'76 but 3 classes, the junior, sophomore, and freshman, were in attendance in the college of liberal arts. The admission of a fourth at the close of the year gave the institution, for the first time, its full complement of classes. Already, however, its numbers have nearly reached the limit of the accommodations afforded by the present college building. According to all appearances several years must pass before a new and larger one can be erected; meantime there is every probability that the numbers seeking admission will steadily and rapidly increase. It is therefore recommended by the president that the standard of requisites for admission be raised higher than that now maintained in any American colleges, so that only small classes of choice scholars will present themselves from year to year.

The school of all sciences, being a department for elective post graduate study only, presents no prescribed courses, but when fully organized it will embrace all branches of knowledge adapted to the ends of a universal post graduate school.

The school of oratory is designed to furnish every possible facility for training in reading and speaking, to qualify students to become professors of elocution and oratory in colleges and superintendents of this department in public schools. The full course of study occupies two years and includes voice culture, articulation, orthoëpy, expressive reading, declamation, gesture, oratorical action, and the dramatic art. Lectures are given on diseases and hygiene of the voice, laryngoscopy, acoustics, and æsthetics; also, practical instruction in Bell's system of visible speech for those who intend to become articulation teachers of deaf mutes.

The college of music is intended for students of the average proficiency of graduates of the best American conservatories of music, and is the only institution of its grade and kind in America.—(University Year-Book and catalogue for 1875–'76.)

COLLEGE OF THE HOLY CROSS.

This college, located at Boston, was founded in the year 1843 by Rt. Rev. Benedict Joseph Fenwick, bishop of Boston, and was by him given to the Fathers of the Society of Jesus. In 1865 it was incorporated and empowered to confer collegiate degrees. The course of studies embraces in its whole extent a period of 7 years, of which 3 are given to the preparatory and junior classes and the remainder to the senior. The last of these years is devoted exclusively to the study of rational philosophy and natural sciences.—(Catalogue, 1875–'76.)

HARVARD COLLEGE, CAMBRIDGE.

The number of students in college has trebled during the last 30 years, while that of the whole university has rather more than doubled in this time; the divinity school has been stationary; the law and medical schools have fluctuated in the number of students, and the scientific school has fallen off. The increase in the number of teachers has more than kept pace with the increase in the number of students; this increase, moreover, has been largely in the two highest grades, namely, in professorships and assistant professorships.

The amount of money annually dispensed by the university to young men of merit who need aid in getting their education has of late years been rapidly increasing, and reached in 1875–'76 the sum of $42,903.23.

During the 30 years intervening between 1836 and 1866 very slight changes were made in the requisites for admission, the only additions being an insignificant requisite in the rudiments of geometry and a small one in the outlines of Greek and Roman history. During the last ten years, however, very important changes and additions have been made. The examinations in Latin and Greek have been greatly improved in subject matter and in method; the mathematical requisites have been sensibly increased; English composition, with either French or German, has been added to the requisites, and natural science has got a foothold in the scheme. Furthermore, the few persons by whom mathematics are, for any reason, preferred to the classics, are permitted to offer certain advanced mathematics instead of portions of the Latin and Greek authors. The division of the admission examination between two years, which has been permitted since 1874, seems to be decidedly advantageous, on the whole, to the candidates, the schools, and the college. In the spring of 1876 the college faculty determined to hold the admission examinations of June in Cincinnati as well as in Cambridge, using the same papers in both places. The object was twofold: first, to give candidates from western schools the advantage of the division of the examination between two years and, secondly, to save for the candidates from the West the serious cost of the journey to and from Cambridge.

Since many of the elective courses of study in the college may be profitably pursued by persons of adult age, who have not received the common preliminary training in Latin, Greek, and mathematics which is required of all the candidates for the

degree of bachelor of arts, these courses were opened in the spring of 1876 to persons not less than 21 years of age who shall satisfy the faculty of their fitness to pursue the particular courses which they elect, although they have not passed the usual examination for admission. This class of students will be known as unmatriculated students; although the instruction of the college is open to them, they cannot be candidates for the bachelor's degree.

The most important event of the year 1875–'76, as regards the university's property and constitution, was the transfer to the president and fellows of the land, building, collections, and funds held by the trustees of the Museum of Comparative Zoölogy. Henceforth the great museum — a monument to the memory of Louis Agassiz, its founder — is identified, in its pecuniary interests, its government, and its scientific reputation, with the university of which it is a constituent part. The surrender of this property extinguishes another of the four distinct boards of trust which grew up about the university between 1857 and 1869. But two of these separate boards now remain, namely, the board of trustees of the Thayer scholarships and the board of trustees of the Peabody Museum.

TUFTS COLLEGE.

This college, located at College Hill and organized in 1856, is under the control of the Universalist denomination. Its courses of instruction are classical, philosophical, engineering, and theological. The engineering course extends through 3 years; the philosophical, like the classical, occupies 4. The philosophical includes all the studies of the classical course except Greek, requires additional French and German, and offers an opportunity of pursuing certain elective studies to a greater extent. There are 27 scholarships in the gift of the college, 15 of $60 and 12 of $100 each.—(Catalogue, 1876–'77.)

WILLIAMS COLLEGE, WILLIAMSTOWN.

This college, organized in 1793, is under the influence of the Congregational Church and is exclusively for young men. Each department is provided fully with those accessories which aid in making knowledge complete, vivid, and practical. In chemistry and astronomy there are abundant means of illustration; there is a large and growing cabinet of natural history, and there are extensive geological, botanical, and zoölogical collections. The college has command of about $6,000 annually, the income of funds given to aid students who need it. It is determined by the trustees that no young man of merit shall be obliged to intermit his studies here on account of inability to pay his college fees.—(Catalogue, 1876–'77.)

COLLEGES FOR WOMEN.

Ten colleges for women report their statistics for 1876, as follows: Number of professors and instructors, 164, including 4 belonging to preparatory departments. Number of students, 1,309, of whom 361 are in preparatory departments, 517 in regular collegiate and 119 in partial courses. The number of years in course ranges from 4 to 7. Aggregate number of volumes in libraries, 36,223.

Wellesley College, Wellesley, (unsectarian,) affords to young women opportunities for a higher education equivalent to those usually provided for young men. The course includes the Latin, Greek, French, and German languages; also, music, (vocal and instrumental,) drawing, and painting. A large and convenient art gallery has been provided, and courses of lectures on art are given. A special feature of the school is a domestic department. All students are expected to engage for an hour each day in some of the lighter domestic work of the family. The price for board and tuition is $250 each year.—(College circular for 1876.)

Smith College, Northampton, (unsectarian,) with requirements for admission and course of instruction equivalent to those of the best colleges for men, offers its advantages to rich and poor alike at a sum far below actual cost. The price of tuition, $100 a year, is remitted to those unable to pay; that of board, $250 a year, in cottages belonging to the institution, is reduced for the poorer students. It is the aim of the trustees so to use the funds of the institution that a truly collegiate education may be attained by every woman who is worthy of it.—(Statement, January 5, 1876.)

Statistics of a university and colleges, 1876.

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	8	0	*a*320	$400,000	$396,234	$25,595	.....	$	$180,000	*b*37,111
Boston College	10	0	150	50	300,000	0	0	$7,000	0	0	*b*9,000
Boston University, College of Liberal Arts.	15	..	0	*c*105	.....	.....	.....	.....	.....	.....	.....
College of the Holy Cross.	12	0	50	88	250,000	0	0	.....	.....	.....	*b*12,000
Harvard College	42	*d*14	0	*e*821	.....	*f*2,328,997	.....	113,676	0	279,331	160,000
Tufts College	11	2	.....	93	250,000	750,000	40,000	2,000	.....	35,000	20,000
Williams College	13	6	.....	191	200,000	160,000	16,801	9,239	0	102,000	*b*27,662

a Also 4 graduate students.
b Includes society libraries.
c Also 13 graduate students.
d Partially.
e Also 45 graduate students.
f Includes the university, library, and special funds.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Massachusetts Agricultural College is beautifully located at Amherst, in the fertile valley of the Connecticut. It is provided with new and excellent buildings and a farm of nearly 400 acres. By an arrangement made with the Boston University, students on entering are allowed to matriculate in both institutions, and, on completing their course to the satisfaction of the authorities of both, may receive diplomas from either the college or the university or both.

The course of study embraces agriculture, botany, horticulture, chemistry, geology, veterinary science, zoölogy, mathematics, physics, civil engineering, military science and tactics, the English, French, and German languages, and mental and moral science. The instruction in the languages is intended to qualify graduates to write and speak English with correctness and effect and to translate German and French with facility. The scientific instruction is as thorough and practical as possible, and every science is taught with constant reference to its application to agriculture and the wants of the farmer. The regular course includes every branch of ordinary farming and gardening, and is both theoretical and practical. Each topic is thoroughly discussed in the lecture room, and again in the planthouse or field, where every student is obliged to labor. The amount of required work is limited to 6 hours each week. Additional work is paid for at the rate of 10 cents an hour, which is all the college can afford to pay. The amount earned in this way, however, is not sufficient to be of material assistance to students without other resources, and the cost of instruction here, it is stated, practically excludes a large proportion of the very class which the college was designed to instruct. It is recommended, therefore, by the trustees that a fund be set apart by the State for establishing scholarships, one for each State representative district, which would be something over 200 in all, and that these scholarships be awarded on a fair competitive examination. They would thus operate as a stimulus to exertion throughout all the public schools of the State, since they would become a reward for faithfulness and proficiency in study and secure a more direct connection of the college with the public school system.—(Reports of Boston University and of Massachusetts Agricultural College, 1876–77.)

Massachusetts Institute of Technology, Boston, provides a series of scientific and literary studies and practical exercises, embracing pure and applied mathematics, the physical and natural sciences, with their applications, drawing, the English language, mental and moral science, French and German. These studies and exercises are so arranged as to offer a liberal and practical education in preparation for active pursuits, as well as a thorough training for the various scientific professions. Ten regular courses, each extending through 4 years, have been established, as follows: Civil

and topographical engineering, mechanical engineering, geology and mining engineering, building and architecture, chemistry, metallurgy, natural history, physics, science and literature, and philosophy. These courses are identical during the first year, but for the 3 remaining years the studies in each course are arranged with reference to the end in view. A series of shops having been provided for teaching the students in the department of mechanical engineering the use of tools in wood and iron work, a two years' course in practical mechanism has also been established for those who wish to become master mechanics rather than engineers.—(Catalogue, 1876–'77.)

The Worcester Free Institute follows, in general, the plan of the polytechnic schools of Europe, with such obvious modifications as are rendered necessary by new conditions, but it gives special prominence to the element of practice in technical training. For the acquisition of practical familiarity with different branches of applied science the same facilities are offered as in the best schools of technology elsewhere; in mechanics, shop practice is added to the course. The institute, opened in 1868, has now graduated 6 classes, and the facility with which most of the young men have secured honorable and lucrative situations confirms the confidence of the trustees in the soundness of the general principles upon which the school is organized. The institution of the school is due to a conviction on the part of its founders that there is needed a system of training boys for the duties of an active life which shall be broader and brighter than the popular method of "learning a trade" and more simple and direct than the so-called liberal education. It is the firm conviction of the managers of the institute and of all who have watched its operation that the connection of academic culture and the practical application of science is advantageous to both in a school where these objects are started together and carried on with harmony and equal prominence.

The training of students preparing for mechanical engineers occupies 3½ years; that of all others, 3 years, of 42 weeks each. There are, therefore, 4 classes: apprentice, junior, middle, and senior. The curriculum embraces mechanical and civil engineering, drawing, physics, chemistry, and English, French, and German.—(Catalogue of institute, 1876–'77.)

In the *Lawrence Scientific School*, a department of Harvard, the course of instruction embraces the higher mathematics, mechanical and free hand drawing, surveying and engineering, physical geography and structural geology, physics, French, German, paleontology, anatomy and physiology, chemistry, and botany. Ten of the 37 students in the school graduated in 1875–'76, 4 receiving the degree of C. E., 3 that of S. B.; 2 graduated in chemistry and 1 in natural history.—(Report of Harvard College 1875–'76.)

Summer School of Botany and Zoölogy.—A summer school of botany and zoölogy was taught in the summer of 1875–'76 by the Peabody Academy of Science, Salem, for the benefit of teachers and others. In both branches the work was practical, including demonstrations and dissections, with constant use of the microscope; the aim was to give the methods of teaching and of making original research. The success of the school was beyond expectation, and it is designed to make it a permanent feature of the academy.—(Report of A. S. Packard, director of Academy of Sciences.)

THEOLOGY.

Andover Theological Seminary, Andover, (Congregational,) provides a regular course of study occupying 3 years, and a special course, which latter is open only to such students as are precluded from pursuing the regular course by age or some peculiar disability. The studies of the several years are conducted to a large extent in parallel courses, special prominence being given each year to particular branches. No expense is incurred for instruction and none by undergraduates for rooms in the college buildings, and, to those whose pecuniary necessities require it, $100 a year are given from the funds of the seminary.—(Catalogue, 1876–'77.)

Boston University School of Theology (Methodist Episcopal) provides a course occupying 3 years. Its degree implies, not only the successful completion of this course, but also the previous accomplishment of the four years' course in liberal arts. Students other than bachelors of arts are admitted, but not as candidates for the theological degree; even for admission they must show that they have mastered the studies customarily required for entrance upon the classical course in American colleges, and that by reason of age or other circumstances they cannot wisely attempt to qualify themselves for admission to the first division.—(Annual report of university for 1875–'76.)

Episcopal Theological School, Cambridge, (Protestant Episcopal,) has a course of 3 years, embracing the study of Hebrew, Greek, ecclesiastical history and polity, systematic divinity, apologetics, homiletics, and pastoral care. The study of elocution and oratory also receives proper attention, and, as soon as feasible, these will be made the subject of a special professorship.—(Catalogue, 1876–'77.)

Harvard Divinity School, Cambridge, (chiefly Unitarian,) comprises in its course of study the history of the Christian church, historical and other evidences of Christianity, anthropology, Christology, eschatology, history of ethical doctrine and Christian ethics, church polity, Hebrew language, literature and exegesis of the Old Testament,

science of thought, philosophy of religion, the ethnic religions, pastoral care, composition and delivery of sermons, history of the text of the New Testament, principles of textual criticism, and exegesis of the Gospel of Matthew.

The last academic year is marked in the history of the divinity school by an important change in one of its usages of long standing: the substitution for the annual visitation exercises of an oration by a member of the graduating class appointed to represent the school in the public exercises of commencement. Besides the 17 undergraduate students enrolled in the school during 1875–'76 there were 3 resident graduates.—(University report, 1875–'76.)

Newton Theological School, Newton Centre, (Baptist,) is designed especially for the instruction of college graduates and of any others whose attainments fit them to pursue with profit a full course of theological study. Applicants for admission to the regular course who are not graduates must be prepared for examination in the usual branches of an English education and in the Latin and Greek languages. The regular course occupies 3 years.—(Catalogue, 1876–'77.)

Tufts College Divinity School, College Hill, (Universalist,) provides a four years' course of instruction for the benefit of those who have not enjoyed a collegiate training. The full course is completed in 3 years by bachelors of arts. Tuition, room rent, and use of furniture are free, and students are also aided by a system of loans.—(College catalogue, 1876–'77.)

LAW.

The Law School of Harvard University reports for 1875–'76 a year of great prosperity. The number of students was increased from 147 to 173. The amount of instruction was largely increased by the accession of the Story professor, and the faculty was thus enabled to introduce an elective system, to some extent, for students of the second year. An admirable spirit of enthusiasm and industry pervaded the school. Large additions were made to the library, including 100 volumes of English reports, 42 of Connecticut, and 55 of New Hampshire. The chief event of the year, apart from the resignation of Professor Washburn and the appointment of Hon. Charles S. Bradley, of Providence, as his successor in the Bussey professorship, was the determination of the faculty to lengthen the period of study for the degree of bachelor of laws to 3 years from and after the beginning of the academic year 1877–'78.—(Report of president, 1875–'76.)

The School of Law of Boston University includes in its system of instruction regular oral text book exposition and recitation, free and written lectures, reviews, examinations, exercises in drafting contracts, conveyances, pleadings, indictments, and other legal papers, the criticism of briefs and arguments in moot courts, courses of reading, &c. The course of instruction was at the first organization of the school in 1872 fixed at 3 years, but up to the present time the third year has been made a post graduate one. The president of the university recommends that the original plan be now completed by putting graduation in its proper place at the end of the third year. The school is thriving vigorously. Notwithstanding an increase in the tuition fee, there were 12 more students matriculated in 1875–'76 than in any preceding year. More than one-half of the entire number, moreover, were college graduates.—(Annual report of the university, 1875–'76, and Year Book, 1877.)

MEDICINE.

The Medical School of Harvard graduated, in 1875–'76, 36 of its 231 students. Two additional instructors were appointed. Valuable donations were received of plates for the illustration of lectures, of books and microscopic preparations of the nervous system, and of wax models of diseases of the eye.

The classes in this school have for several years diminished in size to a striking degree between entrance and graduation. A careful inquiry into the causes of this fact shows that from one-half to three-fifths of these withdrawals have been for good and sufficient reasons, while the remainder have been, probably, because of inability or unwillingness to meet the requirements of the faculty. It is believed that the admission examination which is to be instituted on and after September, 1877, will diminish the number of withdrawals of the latter kind. The school has been husbanding its resources during the past two years in anticipation of a possible diminution in the amount of tuition fees in the two or three years succeeding that in which the examination for admission goes into force. The excess of receipts over expenditures in 1875–'76 was $6,053.96.—(Report of college, 1875–'76.)

The School of Medicine of Boston University is distinguished from all earlier ones by its scientific and practical catholicity. In one of its governing bodies one of the leading parties of the medical world predominates; in the other governing body, the other. All, however, cordially agree in this, that the university, like the state, must hold a perfectly impartial attitude toward all legally authorized branches of the American medical profession.

Of the 172 students attending in 1875–'76, 111 were men and 61 women. From the

first there has been no difficulty or embarrassment on account of coeducation. No lecture or operation has been restricted to either class, and the presence of the two sexes has been a wholesome restraint upon all. There are 66 graduates from the school, 52 men and 14 women; and, with the exception of a few who are in Europe pursuing their studies still further, nearly all are settled in active and many in extensive practice. The year 1875–'76 was thoroughly prosperous for the school. The number of students was much larger than ever before, the instruction more thorough and extensive, the means of illustration increased, the library enlarged, the building improved, a hospital opened on adjoining land, the grounds inclosed and ornamented, the funds augmented, the debts paid in part, and the remainder satisfactorily provided for by mortgage.

All candidates for admission who are not college graduates must pass a satisfactory examination in English branches and in the Latin language. The curriculum covers 3 years.—(Annual report, 1875–'76, and Year Book, 1877.)

DENTISTRY.

The Dental School of Harvard College closes, with the year 1875–'76, the attempt to educate men for the profession of dentistry under the old plan of a four-months' winter term. Hereafter there is to be a progressive course of two academic years, with examinations at the end of the first year which must be passed before the student can enter upon the second.—(Report of Harvard College, 1875–'76.)

The Boston Dental College provides a two years' course of instruction, embracing dental art and mechanism, anatomy and physiology, principles and practice of surgery, pathology, therapeutics, and chemistry and metallurgy. The aim is to make the course scientific as well as practical, extending into every branch of dental and collateral sciences as far as these can be made available to the dentist.—(Catalogue of college, 1876–'77.)

PHARMACY.

The Massachusetts College of Pharmacy embraces in its course of instruction the subjects of chemistry, materia medica, botany, and the theory and practice of pharmacy. These are taught both theoretically and practically, by means of lectures and recitations illustrated by experiments, specimens, models, diagrams, etc. The course covers 2 years. Hitherto no examination for admission has been prescribed, but it has been determined to require one after October, 1877.—(Catalogue, 1876–'77.)

Statistics of schools for scientific and professional instruction, 1876.

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.									
Bussey Institution, (Harvard University)	7	....	6	1	.....	.....	*a*$19,989	$405	2,000
College of Agriculture, (Boston University)	.....	.....	29	4	.....	.....	.....	.....	.....
Lawrence Scientific School, (Harvard University.)	25	....	29	1, 3, 4	$75,000	$581,189	34,969	5,300	3,000
Massachusetts Agricultural College	9	....	69	4	225,000	233,000	21,978	*b*6,000	*c*970
Massachusetts Institute of Technology	35	....	293	4	*d*350,000	250,000	17,500	*e*45,000	3,000
School of All Sciences, (Boston University)	.....	.....	10	.....	.....	.....	.....	.....	.....
Worcester County Free Institute of Industrial Science.	12	....	97	3, 3½	150,000	.....	25,000	1,800	1,200
SCHOOLS OF THEOLOGY.									
Andover Theological Seminary	10	7	71	3	200,000	525,000	35,000	.....	34,500
Boston University School of Theology	13	....	103	3	.....	.....	.....	.....	4,000
Divinity School of Harvard University	5	4	19	4	.....	250,000	22,000	.....	17,000
Episcopal Theological School	4	....	13	3	250,000	100,000	7,000	.....	2,000
New Church Theological School	2	0	....	.....	.....	.....	.....	.....	600
Newton Theological Institution	8	0	64	3	134,839	313,415	23,620	.....	13,500
Tufts Divinity School	5	0	31	4	.....	.....	.....	.....	.....

a Total income.
b Also $5,000 from State appropriation.
c Includes society libraries.
d Value of buildings.
e Also $7,000 from State appropriation.

Statistics of schools for scientific and professional instruction, 1876—Continued.

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 LAW.									
Boston University School of Law	14	....	140	3	.....	.....	.....	.....	2, 000
Law School of Harvard University	6	....	187	2	.....	*a*$51, 614	$11, 668	$20, 950	16, 000
SCHOOLS OF MEDICINE.									
Harvard Medical School, (Harvard University.)	34	....	231	3	.....	84, 365	5, 513	38, 504	3, 550
School of Medicine of Boston University	25	....	200	3	$120, 000	50, 000	2, 500	10, 000	2, 000
Boston Dental College	13	....	34	2	*b*2, 000	.....	.....	2, 600	20
Dental School of Harvard University	15	....	23	3	20, 000	0	0	5, 043	0
Massachusetts College of Pharmacy	3	....	85	2	.....	5, 000	300	3, 500	.....

a Also one-fourth interest in a fund of $413,092. *b* Value of apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

Perkins Institution and Massachusetts Asylum for the Blind, in Boston, reports for 1876 an attendance of 149 pupils, the number admitted since its opening in 1829 being 909. It was established largely through the efforts of Dr. Samuel G. Howe, who remained its director until his death in 1876.

The course of training embraces instruction in the common English branches, as well as in some of the higher ones, and in foreign languages; lessons and practice in all branches of music and in tuning pianofortes; training in some simple trade and work at some domestic or mechanical occupation, and plenty of regular exercise under shelter and in the open air. The condition of the school is very satisfactory. The course of instruction pursued is the fruit of careful study and long observation and reflection. New methods of teaching certain branches have been introduced during the year and some of the old ones simplified and improved. Point-writing, after the system of Braille, has received considerable attention, although not to the neglect of the square hand. The advanced classes have constantly employed the point for keeping memoranda and notes of some of their studies.

Music has from the first received special attention in this institution. Its sagacious founder, eager always to increase the capacity of the blind for self support, never spared expense and pains in providing the necessary musical instruments and talented teachers. Thus the department has grown until it has become a complete conservatory in itself, where the piano, church and reed organ, flute, clarinet, and the various kinds of brass instruments, class and solo singing, harmony, and the history of music are thoroughly and scientifically taught. The number of pupils connected with this department during the past year was 92, and the time devoted by them to musical instruction and practice varies from 1 to 8 hours each day. The institution now owns 40 pianos, of which 7 are used in the tuning department. The attention given to this department has been even greater than ever, and the means for thorough instruction in it have been multiplied. The business of tuning outside the institution has been increased, and more than 50 names have been added to the list of patrons.

The work department constitutes a very important branch in the course of training. Most of the boys have been taught to seat cane bottomed chairs so well as to be constantly supplied with work from the factories, and a convenient number have been instructed in making brooms. Mattress and door mat making are taught; also upholstering, sewing, knitting, crochet and bead work, the running of sewing and knitting machines, and the various departments of domestic labor, as far as practicable.—(Catalogue, 1875–'76, and return, 1876.)

EDUCATION OF THE DEAF AND DUMB.

The Clarke Institution for Deaf Mutes, at Northampton, was founded in 1867, and munificently endowed by the late John Clarke, Esq., of Northampton, who, in 1867, gave $50,000, and a few years later $200,000. The State appropriates $250 a year for each State pupil, and has done so since 1869; this sum, however, does not pay more than three-fourths of the cost of each pupil.

Articulation is used as the means of instruction, but the institution is not pledged to any unchangeable system, but to that which experience shall prove to give the best results. An experience of more than 8 years has shown the superiority of the method used, though modifications in its application have been made from time to time. Professor Bell's symbols of visible speech are now used during the first years of instruction in training the pupils to a correct articulation. The mental development during this time is carried on by means of reading and writing, the pupils not being allowed to attempt speech until after a thorough and successful drill in the elementary sounds.

The branches taught are the common English, and algebra, geometry, botany, zoölogy, geology, physiology, natural philosophy, chemistry, physical geography, astronomy, ancient history, rhetoric, English literature, political economy, and psychology. The number of pupils in 1876 was 71—males, 41; females, 30.—(Report of institution and special return, 1876.)

The Boston Day School for Deaf Mutes, founded in 1869, is under the control of the Boston school board. The common English branches are taught to 79 pupils—males, 42; females, 37. Since the foundation of the institution 130 have received instruction. Articulation and lip reading are taught.—(Report of committee, 1874, and special return, 1876.)

The foregoing institutions are supported only in part by the State. A gross sum annually is appropriated to the Perkins Institution. To the Clarke Institution, the Boston School for Deaf Mutes, and the American Asylum at Hartford, Conn., the State pays a specified sum for tuition and board of each deaf-mute sent as a State pupil, and the institutions named are required to report annually to the board of education.—(Centennial Statement, 1876.)

EDUCATION OF THE FEEBLE-MINDED.

The private institution for the education of the feeble-minded youth, at Barre, established in 1848, is under the supervision of the Board of State Charities, and receives an annual appropriation from the State. It reports for 1876 an attendance of 84 pupils, 59 males and 25 females. The elementary branches are taught.—(Centennial Statement and special return for 1876.)

REFORM SCHOOLS.

There are 2 of these belonging to the State, 1 for boys at Westboro', and another for girls at Lancaster. Pupils are received during minority on sentence by a magistrate for a statutory offence. Each school is under the control of a board of trustees appointed by the governor.

LIBRARIES.

Each town and city is authorized by a law of 1857 to establish and maintain a free public library for the use of the inhabitants. It may appropriate for buildings and for founding the library not more than $1 for each ratable poll, and, to maintain it, not more than half that amount. Societies of 7 or more persons may be organized as corporations to maintain libraries, choose officers, hold a limited amount of property, and assess the shares to raise money.

THE LOWELL INSTITUTE, BOSTON.

Under the will of John Lowell, jr., esq., public lectures are annually delivered on such subjects as natural and revealed religion, physics and chemistry, with their application to the arts; also, on botany, zoölogy, geology and mineralogy, connected with their particular utility to man. The trustee may appoint lectures on the literature and eloquence of the English and other languages, and indeed on any subject that the wants and taste of the age may seem to demand. These popular lectures are all free. Provision is also made for courses of a strictly scientific character, for smaller classes of students, for which lectures a small admission fee may be exacted; but in no instance can a person be excluded through inability to pay.—(Circular from curator.)

OBITUARY RECORD.

JOHN H. CLIFFORD.

The death of Ex-Governor John H. Clifford, of Massachusetts, which occurred at his residence in New Bedford, January 2, 1876, removed from the board of Peabody fund trustees and from various other places of high influence one who had long

devoted valuable services to the advancement of literary culture and general education. Born at Providence in 1809, a graduate of Brown University in 1827, a lawyer from 1834 to 1858, and serving the State of his adoption successively as representative, senator, district attorney, attorney-general, and governor, he adorned and honored every station that he filled. For many years a member of the board of overseers of Harvard University and president of that body from 1868 to 1874, he took an active part in measures to advance liberal culture in that institution, and was an earnest and eloquent advocate of good learning in all its departments. A member too of the American Academy of Arts and Sciences, of the Massachusetts Historical Society, and of other kindred associations, he gave in them his hearty aid to the prosecution of scientific and historical inquiry; while, at the meetings of the Peabody fund trustees, he took, according to the testimony of their chairman, an active, earnest, intelligent, and efficient part in all their deliberations. His genial temperament, generous impulses, ready and felicitous words, kind and conciliatory manner, and wise judgment rendered him one of the most valuable members of that truly noble board.

Of course, around such a man honors came clustering. His alma mater conferred on him the degree LL. D. in 1849, and Harvard and Amherst offered the same degree in following years. He refused more candidacies than he ever accepted, and during the last year of his life had more than one offer of foreign appointment from the Government. But, with great capacities for public usefulness, he preferred the quiet and more independent walks of private life, and only abandoned his professional labors to preside during his later years over one of those great railroad corporations whose business demands both legal skill and practical tact and pays for these a handsome recompense. It was from the exhaustion of such engagements that in 1875 he sought recreation in foreign travel; returning from which apparently reinvigorated, and, as it was thought, with a new lease of life, he was suddenly prostrated by disease of the heart, and died, as was before stated, just as a new year was opening before him.—(New-England Journal of Education, January 8, 1876, p. 18, and address of Hon. R. C. Winthrop before the Peabody fund trustees, August 3, 1876.)

FRANCIS M. GARDNER.

Francis M. Gardner, head master of the Boston Latin School, and for 43 years an instructor in it, passed from this world January 10, 1876. Mr. Gardner was born in Walpole, N. H., March 15, 1812, his father, a distinguished lawyer, being at that time a member of Congress from New Hampshire, and subsequently a barrister in Boston. Francis was entered at the Boston Latin School in 1822, and had while there the advantage of the instructions of Head Master B. A. Gould, the editor of Adams' Latin Grammar, and of those of Mr. Leverett, known for his Latin Dictionary. After five years in the Latin School he entered Harvard, graduated with distinction in 1831, among such college mates as Wendell Phillips and J. Lothrop Motley, and engaged soon after in the study of law. The death of his father, however, having thrown upon him the care of a mother and sisters, he sacrificed for their sakes his personal aims, and, with a view to relieve them of the burden of sustaining him and contribute somewhat to their comfort, entered the Latin school as usher in the autumn of 1831. By 1836 he rose to be submaster and remained such till 1850, when the offer of a tutorship to a young man visiting Europe induced him to accept that opportunity for improvement by foreign travel. He returned at the expiration of a year to the Latin school as its head master, and continued in that position till his death.

A man of great physical strength, of immense power of application, and of intense strength of will, he seemed born to headship, and maintained it well. Somewhat stern in aspect and decided in his discipline, yet patient, impartial, manly, and devoted to his work, he gained generally the high respect of pupils and often their hearty admiration. He lived for them as much as teacher well could live; and even in his exercise, which was daily taken at the gymnasium till he was nearly 50 years of age, had a class of boys under gymnastic instruction, exercising with him, and bringing them forward in this, as in their other studies, with immense success. An instructor of the noblest character and of unusual power, he will be long remembered and long greatly missed.—(W. R. Dimmock, LL. D., in New-England Journal of Education, January 29, 1876.)

AUGUSTINE M. GAY.

Augustine M. Gay, who succeeded Mr. Gardner in the head mastership of the Boston Latin School, died in November, 1876, aged 48. Mr. Gay was born in Francestown, N. H., in 1827, and graduated at Amherst College, with the highest honors of his class, in 1850. In the autumn of that year he became submaster of the high school of Charlestown, Mass., and, on the decease of Mr. Bradley, the principal, in 1851, was elected to succeed him. He continued in this position, with much credit to himself, till 1860, when he resigned to assume the charge of a young ladies' school in Pemberton Square, Boston. Two years subsequently he went to Europe, and remained there during a considerable part of 1864-'65. In the fall of 1865 he entered the Boston Latin School

as usher, and established for himself such a character as teacher and disciplinarian that in 1867 he was made master. On the death of Head Master Francis Gardner, in the early part of 1876, he was selected to fill the place which Mr. Gardner had held for nearly 25 preceding years, and acquitted himself so well in his new position that scholars in greater numbers than ever previously flowed into the school, the enrolment at the time of his decease being nearly 400.—(New-England Journal of Education, November 11, 1876, p. 214.)

PROF. E. S. SNELL, LL. D.

Prof. Ebenezer Strong Snell, of the chair of mathematics and natural philosophy in Amherst College, died at his home in Amherst, September 8, 1876, after a connection with the college extending over a large portion of his life. Born in North Brookfield October 7, 1801, he entered Amherst as one of its first students September 18, 1821; became, after graduation, a tutor in the college, then professor, and has been since identified with its interests and aided much in the promotion of its work. A notice of him in the Amherst Student, Vol. X, No. 1, ascribes to him "perfect integrity, transparent purity and sincerity, matchless modesty, a rare and rich vein of pleasantry, gentleness tempered with firmness, kindly sympathy towards all men, with loyalty to God and faithfulness in every duty."

LIST OF SCHOOL OFFICIALS IN MASSACHUSETTS.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

STATE BOARD OF EDUCATION.

Members.	Post-office.
His excellency Alexander H. Rice, governor, ex officio	Boston.
His honor Horatio G. Knight, lieutenant-governor, ex officio	Boston.
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AGENTS OF THE BOARD.

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E. A. Hubbard, of Springfield	Boston.

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City.	Superintendent.	Post-office.
Boston	John D. Philbrick	Boston.
Charlestown	B. F. Tweed	Charlestown.
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Taunton	William H. Waterman	Taunton.
Woburn	E. H. Davis	Woburn.
Worcester	A. P. Marble	Worcester.

MICHIGAN.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (5–20)	449,181	459,847	10,666	.....
Enrolled in public schools	343,981	344,956	1,025	.....
Average daily attendance	200,000	200,000	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3,287	3,548	261	.....
Women teaching in public schools	9,191	9,286	95	.....
Average monthly pay of men	$51 29	$48 50	.....	$2 79
Average monthly pay of women	28 19	28 73	54	.....
Teachers in private elementary schools	.....	150	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	5,706	.....	.....	.....
School rooms, exclusive of recitation rooms.	.....	6,300	.....	.....
Number of graded schools	295	.....	.....	.....
Number of school-houses	5,789	.....	.....	.....
Seats for pupils	414,060	.....	.....	.....
Average duration of schools in days	138	156	18	.....
Value of school property	$9,115,354	$9,500,000	$384,646	.....
Private or select schools	178	.....	.....	.....
Pupils in private or select schools	7,934	.....	.....	.....
INCOME AND EXPENDITURE.				
Income.				
Balance from previous year	$675,892	$657,219	.....	$18,673
Two mill tax	508,552	512,889	$4,337	.....
Primary school fund	218,036	220,396	2,360	.....
Tuition of non-residents	37,454	Not given.*	.....	.....
District taxes for all purposes	2,341,924	2,261,120	.....	$80,804
From all other sources	395,120	1,073,397	678,277	.....
Total income	4,176,978	4,725,021†	548,043	.....
Expenditures.				
For pay of teachers	1,958,481	2,026,726	68,245	.....
For libraries	20,899	22,870	1,971	.....
For sites, buildings, and repairs	550,662	451,426	.....	99,236
For all other purposes	1,017,219	957,484	.....	59,735
Total expenditure	3,547,261	3,458,506	.....	88,755
EXPENDITURE PER CAPITA—				
Of school population	7 89	7 47	.....	42
Of pupils enrolled	10 31	9 96	.....	35
Of average attendance	17 73	17 18	.....	55
STATE SCHOOL FUND.				
Available school fund	.....	3,147,918	.....	.....
Permanent school fund	.....	4,843,662	.....	.....

* Probably included in the sum from "other sources."
† This sum differs from the return by the addition of the balance from previous year, derived from Mr. Briggs's report.

(Report of Hon. Daniel B. Briggs, State superintendent of public instruction, for 1874–'75, and return for 1875–'76, from Hon. Horace Tarbell, present superintendent.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Constitutions of 1837 and 1850; laws of Michigan from 1837; sketch by Hon. Daniel B. Briggs, State superintendent of public instruction; School Funds and School Laws of Michigan, by Hon. Ira Mayhew.

FOUNDATIONS.

The convention that framed in 1835 the constitution under which Michigan in 1837 was admitted into the elder sisterhood of States proposed to Congress and secured (1) that the sixteenth section in every township, or lands equivalent thereto, should be granted the State for the use of schools; (2) that the seventy-two sections set apart for the use and support of a university by act of Congress approved May 20, 1826, should, with such further quantities as might be agreed upon by Congress, be conveyed to the State and be appropriated solely to the use and support of such university. A basis was thus laid for the school system which now meets the eye, extending from the lowest common school instruction to the highest collegiate and embracing all between.

The constitution which went into effect on the admission of the State into the Union provided, in its article on education, for the appointment of a superintendent of public instruction for the State, to hold office for two years; for encouragement of "intellectual, scientific, and agricultural improvement;" for a system of common schools by which a school should be kept up in each school district at least three months in every year; for the establishment of libraries at least in every township, and for the careful husbanding of the land fund of the university with a view to the provision of full means for its support.

UPBUILDING.

Before the final settlement of the question of admission into the Union, the legislature passed an act, approved July 26, 1836, defining the duties of the superintendent of public instruction. These included, with supervision of the schools established under territorial laws of 1827 and 1833, a considerable amount of care for the preservation and sale of the school lands; a care which for some years was almost absorbing, no State land office being established until 1843.

March 20, 1837, the first primary school law under the State government was approved. By this the schools were made from the outset free, the provision for their support being an apportionment of the State school fund and taxes levied in the school districts. District officers, libraries, and township inspectors of schools were also provided for. From so good a law at so early a date the rapid rise of an excellent and prosperous school system might well have been expected. But unlooked for difficulties soon appeared and for a long time hindered progress. A large and easy sale of school lands, for example, awakened hopes of a swiftly growing school fund, especially as the lands sold for exceedingly high rates, of which one-fourth was immediately paid down. But ere long these hopes were dashed by the discovery that very often the lands were not worth even the portion of the purchase money paid; that further payments of either interest or principal could therefore not be had from them; that all over the settled portions of the State beggared and bankrupt holders were being compelled to forfeit what they had purchased, and that the more land any one had bought the worse appeared to be his condition in these circumstances. The difficulties hence ensuing threw heavy clouds over the bright early morning of the schools of Michigan, and it was years before the sunlight shone again.

March 1, 1839, an act was passed that has made the school reports of this State a better exposition of its educational condition than those of any other in the Union. This act required all educational institutions in the State to report annually to the department of public instruction.

The financial difficulties experienced in the effort to raise moneys for the schools through sales of school lands induced in 1843, March 8, a wise provision for an equal division of the burden of supporting them. This was the laying of a tax of half a mill upon the dollar for that year and one mill annually thereafter for the public schools. At the same date, township libraries were provided for by a requirement that $25 of the mill tax in each township should be expended annually for their support. An option was, however, given to the townships whether to accede or not to this arrangement, and in case any should not, district libraries were to exist under the provisions of the law of 1837.

In 1850 a new constitution was adopted, reiterating substantially the provisions of the former one with reference to common schools, assigning them also the products of the sales of all escheated lands, and requiring that within five years schools should be taught, free of charge for tuition, in every school district of the State for at least three

months in each year. This, of course, left it optional with districts to sustain them longer if they were disposed to do so, by rate bills and subscriptions, which, from the slenderness of the provided school funds, had been for some time resorted to. This constitution also directed the election in 1852 of a board of education for supervision of the State normal school, which had been established in 1849, and required the legislature to promote intellectual, scientific, and agricultural improvement, and, as soon as practicable, to provide for the establishment of a State agricultural school.

Following this constitution came, April 4, 1851, an act prescribing once again the duties of the State superintendent of instruction, an officer who was still continued. Then came in quick succession several acts relating to the schools: one, approved April 7, 1851, providing for a two mill tax instead of the one mill previously allowed; another, February 14, 1853, reverting to the former one mill tax; a third, February 10, 1855, establishing a *rate bill* in aid of the support of schools, an expedient that had previously been only tolerated; a fourth, of the same date, authorizing the holding of State teachers' institutes; and a fifth, February 12, 1857, providing for the incorporation of teachers' associations.

In 1859 four acts were passed. One, approved February 14, provided for graded and high schools in districts containing more than 200 children between 4 and 18 years of age, on a vote of two-thirds of the people of the district, any two contiguous districts being allowed to unite for such a purpose on the same conditions.* Of the three others, all approved February 15, one renewed the two mill tax of 1851, another authorized the division of township libraries among those of districts within the township, and the third made the tenure of office of district moderators, directors, and assessors three years, instead of one, a change of one member of the board to be made each year.

At this point legislation seems to have rested for a period of eight years. Then, March 13, 1867, came an act providing for county superintendents of schools to examine teachers, grant certificates according to qualification, visit and inspect the schools, look into the reports of township inspectors, and make duplicates of them for the State superintendent. This was the needed rounding out of the official staff of the school system, from district boards which had the care of keeping open district schools, through inspectors who looked into their condition in whole townships, with county ones to supervise even the work of these inspectors, till finally was reached one standing at the head of all, to inspect and animate, direct, and guide, the school forces and school work of the now prosperous and fast growing State.

SCHOOLS TRULY FREE.

As before said, the schools were meant to be, from 1837, free to all pupils living in the districts where they were maintained, reliance being based on a State apportionment and district tax for their support. The financial embarrassments of the earlier years of State existence prevented for a time the accomplishment of this design, and led first to a tolerance of rate bills for periods beyond the minimum school term, then to a legalization of them in 1855.

In 1869 the increase of population, of prosperity, and of intelligence induced the feeling that this bar to general education ought to be removed, and an act of April 3 in that year abolished the rate bill system, and required the districts to maintain free schools for 3, 5, or 9 months, according to their population, those having less than 30 children of school age holding a 3 months' school at least; those with from 30 to 800, a 5 months' school; and those with 800 and upward, a 9 months' school. To accomplish this, they were to raise annually a district tax, supplementary to the State school moneys, and sufficient to meet all expenses of the schools.

Having thus provided for the free schooling of all children, the State took a step meant to bring all within reach of the advantages she had provided. This was the passing, April 15, 1871, of a compulsory school law, requiring all persons having charge of children between 8 and 14 years of age to send them for at least twelve weeks each year to public school, unless excused by the school officers for ample cause, or unless taught at home or in a private school such branches as are usually taught in the primary public schools. This law, wise in itself and aiming at a most desirable result, has proved to be too far ahead of public sentiment to accomplish the intention of the legislators, and has remained almost a dead letter on the statute book from want of the enforcement of it by school officers.

In 1875, March 20, a great backward step was taken by the passage of an act abolishing the county superintendency and substituting for it a township superintendency of schools, as if quantity of supervision could atone for lack of quality; or as if colonels, majors, and captains ought to be dispensed with, and only lieutenants, sergeants, and corporals be relied on for due leadership and discipline of troops. Against this change there are already signs of a reaction, and as it is said to prove less economical than the

*This act was amended March 16, 1861, to allow such schools in districts containing 100 children between 5 and 20 years of age.

superseded plan, as well as less generally effective, it may be hoped that before very long the county superintendency will be restored, with whatever provisions may be needed for making it as good as possible.

SCHOOL ADMINISTRATION.

The gentlemen to whom Michigan has successively intrusted the headship of her school system have been, by appointment, as in column first; by election, as in column second:

John D. Pierce, 1836 to January 1, 1841.
Franklin Sawyer, January 1, 1841, to January 1, 1843.
Oliver C. Comstock, January 1, 1843, to January 1, 1845.
Ira Mayhew, January 1, 1845, to January 1, 1849.
Francis W. Sherman, January 1, 1849, to January 1, 1853.
Francis W. Sherman, January 1, 1853, to January 1, 1855.
Ira Mayhew, January 1, 1855, to January 1, 1859.
John M. Gregory, January 1, 1859, to January 1, 1865.
Oramel Hosford, January 1, 1865, to January 1, 1873.
Daniel B. Briggs, January 1, 1873, to January 1, 1877.

ELEMENTARY INSTRUCTION.

THE SCHOOLS IN 1874–'75.

The statistics for the school year 1874–'75 the superintendent regards as in the main satisfactory and encouraging. The increase in the number of districts reporting as compared with the previous year was 135, with a similar increase in the number of schools supported. There were organized 128 new districts. The increase in the number of school-houses was 86, furnishing additional sittings to the number of 6,988. The estimated value of school property, houses and sites, is $501,509 in excess of the former year. The additional number of teachers is 202, and the increase in the aggregate wages paid is $35,663. The last school census shows an increase in school population of 12,487, and the number of children reported as in attendance at the public schools gives an increase of 16,475, while the per cent. of attendance is 79, an advance of 4 per cent. on the previous year. But the reports on this point are not absolutely reliable, the apparent increase in the attendance upon the schools so far exceeding the proportional or natural increase as to awaken distrust. The number of sittings in the school-houses, not very correctly reported, appears to be 70,079 more than the number of children enrolled; yet it is probable that there are not sufficient accommodations for all who ought to be in the schools. Although most districts have school buildings with ample seating capacity, very many are sadly deficient, and this deficiency is most marked in the growing cities.

Comparing the total receipts and expenditures of the year 1874–'75 with those of the previous one, it appears that the usual advance is made in nearly every item, and this, in the midst of financial distress and general depression in business, affords striking evidence of the growing popularity of the schools.—(Report of superintendent, 1874–'75, p. iii.)

SCHOOL LIBRARIES.

There was no marked change in the condition of the libraries during the year 1874–'75. The number of districts reported was 1,171, or 94 less than the previous year, but the number of books added was 12,452, which was an increase of 2,137 over that of the preceding year. The whole number of volumes reported in district libraries was 132,348, an increase of 11,771.

The number of township libraries reported is 227, an increase of 20, and the number of volumes added, 4,133, or 388 less than were added the previous year, the total number of volumes in them being 55,603, an increase of 5,791. The whole number of volumes added during the year, in both district and township libraries, was 16,585, or 1,749 more than during the previous year; while the total number of volumes was 187,951, an increase of 17,502. The aggregate amount expended for library books was $20,898.58, or $1,947.17 in excess of that of the previous year. While these figures are not particularly encouraging, they show an increase in the libraries about in proportion to the increase in population.—(Superintendent's report, 1874–'75, p. xlviii.)

THE SCHOOLS IN 1876.

The message of the governor of the State to the legislature, delivered January 3, 1877, gives the following facts regarding the schools of 1876. The difference in the statistics submitted by the governor from those given in the summary can be accounted for on the supposition that the former relate only to the year 1876, while the latter embrace the school year 1875–'76.

The school census of 1876 reports 457,785 children of school age, of whom 343,947 were

enrolled, an increase in two years of 21,680 in the whole number, and of 17,805 in the number enrolled. There are 5,917 school-houses in the State, with 419,662 sittings, being 75,715 more than the enrolment. The value of school buildings and grounds is $9,382,270 and the expenditures for the year $4,128,707. The number of teachers was 12,900. There was a total expenditure by the people of the State of $5,000,000 for educational purposes, including schools for the unfortunate and criminal. The log school-house and the stately university have shared equally the people's solicitude and care. There are also special colleges for the farmer, schools in which to fit teachers, and schools for the professional student, and for one or two technical pursuits.

The people seem to recognize in all its fulness the truth of the old proverb, "The breath of the school children is the saving of the world." Yet, with all this, there are many thoughtful citizens who ask themselves the questions, "Are we doing educational work in the best way? Are our schools all they ought to be? Do they help our children as much as they should in the practical things of life, and fit them to be productive, self-helping citizens?" In times of financial depression like the present, when we fully realize that the only way up and out is through the productive industry of the people, these questions are pertinent ones. "We need," says the governor, "to give this subject our earnest attention; to care more for the depth and breadth of our education than we do for the height of our school-house tower; to pursue the substance and neglect the shadow; to make our schools the laboratory in which men are made. Our high and graded schools need to provide more technical instruction at once. If it is the province of legislation to direct or control in this matter, I ask your thoughtful attention to the subject. * * * Give to our special schools, to the university, to our common schools, every possible assistance in this work that can consistently be given with a due regard to economy."—(Message of Governor John J. Bagley to the legislature, January 3, 1877, pp. 8, 9.)

CITY SCHOOL SYSTEMS.

ANN ARBOR.

The Ann Arbor Courier supplies the following: "A few moments given to the public schools of the city show them to be in a flourishing condition. Professor Perry, who is eminently qualified for the position he holds, is ever on the watch for every improvement that will be beneficial to the schools. He has thoroughly systematized the entire plan of government as well as the method of teaching. The number of pupils in attendance is 1,613, an increase of 86 over that of the previous year. This increase, too, is principally in the high school, which numbers 358.—(Michigan Teacher, December, 1876, p. 446.)

DETROIT.

Officers.—A board of education of 22 members, one-half going out of office each year, and a city superintendent of schools.

Statistics, (for 1875.)—Number of youth of legal school age, 5 to 20 years, 34,593; total enrolment in public schools, 13,739; average daily attendance, 8,760; number of sittings, 11,131; number of teachers employed at the close of the year, 221.

Remarks.—Entering upon the year in a state of great efficiency, the public schools were maintained throughout in the best possible condition, under thorough, intelligent, and painstaking supervision. Action has been taken looking to simplifying the course of instruction in order to secure greater efficiency. The schools are divided into 12 grades, of which the 4 lowest include the primary schools; the next 4, the grammar; and the 4 highest, the high schools. The number belonging to the high school was 630; to the grammar schools, 2,748; and to the primary schools, 6,040. Two evening schools were maintained, having an enrolment in both of 278; average attendance, 175.—(Report of board of education, and of J. M. B. Sill, superintendent, for 1875.)

EAST SAGINAW.

Officers.—A board of education of 16 members, 8 of whom go out of office each year, and a city superintendent of schools.

Statistics.—Number of children between 5 and 20 years of age, 5,130; total enrolment, 3,159; average number belonging, 2,370; average daily attendance, 2,242; average number of pupils to each teacher, 47; receipts for school purposes, $45,505.84; expenditures, $45,505.84.

Remarks.—The schools are in a flourishing condition, making steady progress in their work. The attendance throughout all the classes in 1875–'76 showed a marked improvement. By the new system of grading, adopted in 1874, the course of study in the various grades was fixed at 12 years, the last 4 being given to the high school. The attendance at this school in 1875 was 132, and in 1876 113, a large increase over the number of former years. Penmanship, music, and drawing receive careful attention and are taught by special teachers.—(Report of the board of education, and of H. S. Tarbell, superintendent, for 1875–'76.)

GRAND RAPIDS.

Officers.—A board of education of 13 members, 2 for each ward, and a city superintendent of schools.

Statistics.—Number of children between 5 and 20 years of age, 8,900; total enrolment in public schools, 6,305; average number belonging, 3,404; average daily attendance, 3,167; number of pupils to each teacher, based on the average number belonging, 42; receipts for all school purposes, $92,679.21.

Remarks.—Progress has been made during the year in several respects. There has been in the enrolment an increase of 208 and in average daily attendance of 323 over the last year, rendering necessary the services of 7 additional teachers. The average time of attendance of enrolled pupils has also increased from 5¼ to 6 months. Only 92 cases of corporal punishment are reported, against 184 for the previous year. This decrease has been brought about by a united determination on the part of most of the teachers to resort to the use of the rod only when all other means fail to secure obedience. There has been a rapid growth of the high school during the last three years, so much so as to render the accommodations quite inadequate for the present attendance, which is 362. A business course has been arranged, embracing only such branches as are most essential to the average business man.

A training school was organized about four years ago, for the instruction of graduates from the high school who wish to teach.—(Report of board of education and Superintendent A. J. Daniels for 1875–'76.)

PONTIAC.

Officers.—A board of education of 6 members, and a city superintendent of schools, appointed by the board.

Statistics, (1874–'75.)—Number of children between 5 and 20 years of age, 1,122; total enrolment in the public schools, 1,024; average number belonging, 713; average daily attendance, 697; number of teachers, 18; total receipts for school purposes, $21,037.43.

Remarks.—The schools are graded as primary, grammar, and high, each grade embracing 4 years. Two courses are provided in the high school, a classical and a scientific. The influence of this school upon the grades below is of inestimable value. Drawing and music are not regularly in the course of instruction, but the necessity and the desire for them on the part of many of the patrons are pressing.—(Report of the board and of Superintendent J. C. Jones for 1875–'76.)

TRAINING OF TEACHERS

STATE NORMAL SCHOOL.

The growing demand for better qualified teachers is clearly indicated by the increase in the number of students seeking admission to this professional school. The number enrolled in the normal department in 1874–'75 was 409—there being 187 men and 222 women—an increase of 80 over the previous year. A much larger number of free students than ever before—180—were received this year, in accordance with a regulation by which each member of the house of representatives is entitled to appoint two students, residents of his district, who are entitled to instruction free of charge. Of the 60 students who graduated in 1875, all but 8 entered soon after upon the work of teaching, most of them securing prominent positions in the graded and high schools of the State. The demands made by this class of schools for teachers of advanced acquirements and professional training are now being met, in a fair measure, by this school, with the aid of the university.

The attendance for 1875–'76 numbered 722 and there were 79 graduates in 1876. The State board of education, in view of the crowded condition of the school, ask an appropriation of $50,000 for an additional building. Over 6,000 students have attended the school since its opening in 1853.—(Report of State superintendent, 1874–'75, pp. lxxxix, xc, and message of governor, 1877, pp. 8, 9.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Of the 286 graded and high schools in the State, reports were received by the State superintendent in 1875 from only 164. Distinct high school departments were reported in 85 of these and 56 prepared their students to enter college. The number of students belonging to the high school departments during the year 1874–'75 was 16,722; number of graduates, 445. Most of the schools were in session for ten months, many of them with a well devised system of instruction and a regular systematic course of study. From the most approved, pupils are received into the university on a certificate of graduation from the school, without further examination. Fifty were thus received from the Ann Arbor high school alone in the year covered by the report.

In a table of the schools of 19 of the chief towns and cities of the State, prepared for the Centennial Exhibition by Superintendent Jones, of Pontiac, there appear the following statistics of the high schools in 18 of these: absolute enrolment, 2,346; average number belonging, 1,677; average daily attendance, 1,576; men teachers, 24; women teachers, 39; average of pupils to a teacher, based on average number belonging, 26.6. The course of study in the better class of these schools is often divided into classical, embracing both Latin and Greek; Latin-scientific, including French instead of Greek; scientific, which takes in French in the last two years of the course; and English, in which no other language is studied. In some cases there is an option between German and French or a liberty of studying both in the last two years.

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 1 for girls, and 2 for both sexes, outside of the public school system, there have been reported to this Bureau 465 pupils, under 29 teachers. Of these pupils, 17 are in classical studies, 298 in modern languages, and 1 preparing for a classical course in college. Drawing and instrumental music are taught in 3 of these schools and vocal music in all. Chemical laboratories are reported by 1; philosophical apparatus by 2; and libraries of 50 to 520 volumes by 3, the aggregate number of volumes being 870.

PREPARATORY SCHOOLS AND PREPARATORY DEPARTMENTS.

Eight preparatory departments of colleges report 17 instructors and 1,239 pupils, of whom 189 were preparing for classical and 262 for scientific courses.

BUSINESS COLLEGES.

Nine business colleges report 26 teachers and 1,316 students, of whom 25 were studying telegraphy. Eight of these schools teach the common English branches and correspondence and commercial law; all teach penmanship and book-keeping; 6, banking; 3, political economy; 5, life insurance; 2, phonography; and 4, telegraphy. One reports a library of 500 volumes.

SUPERIOR INSTRUCTION.

UNIVERSITY OF MICHIGAN.

This university is a part of the public educational system of the State. The governing body, the board of regents, is, by provision of the State constitution, elected for terms of 8 years, by popular vote. The university aims to complete and crown the work which is begun in the public schools, by furnishing ample facilities for liberal education in literature, science, and the arts, and for thorough professional study of medicine, law, and dentistry. Through the aid which has been received from the United States and from the State, it is enabled to offer its privileges, without charge for tuition, to all persons of either sex who are qualified for admission. Students from other States are asked to pay a larger admission fee than those from Michigan, but they receive their instruction and access to all the advantages of life at the university without incurring any charge for tuition.

The departments are those of literature, science, and the arts, medicine and surgery, law, pharmacy, the homœopathic medical college, and the dental college. Each of these departments and colleges has its faculty of instruction, charged with its special management, while the university senate, composed of all the faculties, considers questions of common interest. The department of literature, science, and the arts has 7 regular and full courses of 4 years each, viz, classical, scientific, Latin and scientific, Greek and scientific, civil engineering, mining engineering, and architecture and design. Post graduate courses are provided for the graduates of this or any college who may desire to pursue advanced study, whether for a second degree or not.

The work of 1875–'76 is said by President Angell to have been eminently satisfactory. Three new schools were established, those of homœopathy, dentistry, and mines, and the library and art museum were increased. Just one-half the number of students in attendance were residents of Michigan. Of these 101 were women, of whom 60 were engaged in literary studies, 37 in medical, 2 in legal, and 2 in homœopathic. The experience of the year confirms the opinion that women who come to the college in good health are able to complete the collegiate and professional courses without detriment to it.—(University report, 1876–'77 and 1875–'76.)

The governor says in his message, (1877:) "The legislation of 1875, establishing in the State University a school of mines, a chair of architecture and design, and of dental surgery, has already accomplished more than its most earnest advocates anticipated. The dental school has so many students that an additional professor is needed. An impetus has been given to technical education that must, in time, be of great practical value to the State."—(Governor's message, page 10.)

OTHER COLLEGES.

Adrian College, Adrian, (Methodist,) provides collegiate, preparatory, theological, and music departments, the former comprising 6 distinct departments of instruction, viz, classics, mathematics, natural science, philosophy, political and social science, and modern languages. In the school of music the instruction is divided into 2 courses, the classical and the amateur, the former being designed especially for those who desire to become thoroughly accomplished musicians and teachers. Thorough instruction is given in the theory and practice of music, vocal as well as instrumental. The college is open to both sexes.—(Catalogue, 1876–'77.)

Albion College, Albion, (Methodist Episcopal,) comprises collegiate and preparatory departments, the former having 4 courses of study: the classical, scientific, Greek and scientific, and Latin and scientific. Both sexes are admitted. A conservatory of music has been opened in connection with the college, the course consisting of 7 grades and requiring for completion 4 years.—(College catalogue, 1875–'76.)

Battle Creek College, Battle Creek, (Seventh-Day Adventists,) has practically 3 departments: collegiate, normal, and Bible. Phonography, vocal music, and book keeping are also taught. Both sexes are admitted.—(Catalogue, 1875–'76.)

Hillsdale College, Hillsdale, (Free Will Baptist,) comprises collegiate, preparatory, theological, commercial and telegraphic, music and art departments. The collegiate department includes classical, scientific, and English and normal courses. The college occupies 5 separate buildings, all of brick, 3 stories high—4 of them new, having been erected since the burning of the former edifice in 1874. Both sexes are admitted.—(Catalogue, 1876–'77.)

Hope College, Holland, Ottawa County, (Reformed Dutch,) disclaims being a denominational college in any but the Protestant sense. Persons of all religious connections are admitted on equal terms, even to the theological department. The departments are preparatory, academic, and theological. Girls are admitted to the primary department. Arrangements are not yet completed for opening the more advanced departments to them.—(Circular of college, 1875–'76.)

Kalamazoo College, Kalamazoo, (Baptist,) has in its collegiate department 3 courses of instruction, the classical, Latin-scientific, and the scientific. Each course covers 4 years. Both sexes are admitted. The studies of the preparatory department embrace 3 years.—(Catalogue for 1876.)

Olivet College, Olivet, (Presbyterian and Congregational,) has 5 departments, viz, preparatory, collegiate, normal, music, and art. The collegiate department embraces a special course for ladies also, with classical, scientific, normal, and music courses. The ladies' course leads to diplomas usual in ladies' seminaries, but the regular collegiate course is open to both sexes.—(Catalogue, 1876–'77.)

COLLEGES FOR WOMEN.

Two colleges for women report 19 teachers and 168 students, of whom 48 are in preparatory departments, 114 in regular collegiate classes, and 6 in partial courses. The course of study requires 4 years for completion. The libraries aggregate 970 volumes.

Statistics of a university and colleges, 1876.

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.	
Adrian College	12	1	163	85	$140,000	$80,000	$6,000	$320	$0	.....	a1,050
Albion College	17	0	114	52	40,000	175,000	11,000	0	0	$0	a1,500
Battle Creek College	15	0	207	74	75,000	0	0	3,000	0	0	0
Grand Traverse College	2	....	36	.....	40,000	10,000	800	200	.....	13 000	.....
Hillsdale College	20	2	354	118	150,000	85,000	9,000	0	0	70,000	5,000
Hope College	7	0	72	20	30,000	52,000	3,600	0	0	30,000	3,000
Kalamazoo College	11	1	129	37	105,000	95,000	4,716	1,750	.....	15,000	a3,700
Olivet College	13	2	164	89	90,250	116,926	6,702	1,065	0	.....	a5,705
University of Michigan	34	0	0	b355	483,000	.....	40,000	.....	.....	0	a25,500

a Includes society libraries. *b* Also 15 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

STATE AGRICULTURAL COLLEGE.

The grant made by Congress gave Michigan 240,000 acres of land, which was devoted to the establishment and support of a State agricultural college. A tract of 676 acres of land, well varied in character, was purchased and the foundation of the present prosperous institution laid. Aided now and then by provisional State grants, the agricultural college has, by the industry and enterprise of its managers, become one of the most valued helps to popular education in the State. By its régime, no student is exempted from three hours' daily labor, and encouragement is given for more continued industry, while habits of frugality and prudence are inculcated as part of the college discipline.

The course of study embraces all the advantages of a liberal English education, while the technical instruction is claimed to be, in its admirable practicability, in advance of other similar institutions of sister States. The buildings, consisting of a college hall, boarding hall, dormitory, laboratory, greenhouse, 7 residences for president and professors, dwelling of herdsman, farm house, 4 barns, with shops and sheds, are situated on undulating ground, about 3 miles distant from the capital. The greenhouse and a handsomely laid out park of over 80 acres are among the most noticeable features of the late improvements. Tuition is free; board furnished at cost.—(Report, 1874–'75, pp. lxxxviii.)

The governor says in his message, 1877: "I am satisfied that the college is in better condition and doing better work than ever before. It is not only educating the students under its roof, but the president and faculty, through a system of farmers' institutes held throughout the State, are enlisting the good will and sympathy of the people."

The number of students in 1875–'76 was 166; graduates, 33. Inventory of property, $252,268, an increase in two years of $20,860.—(Report of State superintendent, 1874–'75, p. lxxxviii, and governor's message, 1877, p. 10.)

The polytechnic school of Michigan University gives advanced instruction in the mathematical, physical, and natural sciences, and thorough courses in the practical application of these sciences to the arts. It comprises the course in civil engineering, the school of mines, the course in architecture and design, advanced courses in science, and the school of pharmacy. The work is arranged with reference to the wants of two classes of students, namely: first, those pursuing the study of civil or mining engineering, or architecture and design, or pharmacy, which includes an extended course in analytical chemistry, with the view of graduating; and, secondly, graduates of colleges and other persons qualified for advanced or special study of mineralogy, geology, zoölogy, botany, civil or mining engineering, architecture and design, physics, analytical and applied chemistry, pharmacy, or metallurgy.—(University Calendar, 1876–'77.)

THEOLOGY.

The school of theology at Adrian College embraces in its course of study systematic pastoral and natural theology, mental and moral science, inspiration of the scriptures, exegesis of the New Testament, Hebrew ecclesiastical history, and church government.—(Catalogue, 1876–'77.)

The theological department of Hillsdale College offers a regular course of 3 years, an English course, and a special course. Tuition is free to members in good standing of evangelical churches.—(Catalogue, 1876–'77.)

Hope College Theological School provides a three years' course of instruction and requires for admission a collegiate preparation.

LAW.

The department of law of Michigan University embraces in its course of instruction the several branches of constitutional, international, maritime, commercial, and criminal law, medical jurisprudence and the jurisprudence of the United States, including such instruction in common law and equity, pleading, evidence, and practice as will lay a substantial foundation for practice in all departments of law.—(University Calendar, 1876–'77.)

MEDICINE.

The department of medicine and surgery of Michigan University imposes upon applicants for admission, unless they be college graduates or matriculants of the university, an examination which, though not so exacting in its demands as it is hoped soon to make it, is intended to test the student's acquaintance with the English fundamental branches, his general intelligence and capacity to appreciate and profit by professional instruction. The course is 2 years. To graduate, the student must have pursued the study of medicine and surgery for the term of 3 years with some respectable practitioner, must have attended two full terms of didactic instruction, and must have

been engaged in the study of practical anatomy and chemistry. Women are admitted to this, as to all departments of the university, on the same conditions that are required of men. The instruction given them, though equal in all respects to that provided for men, is given separately, the two classes not being brought together, except in the department of general chemistry.

The Homœopathic Medical College of the university demands a similar examination for admission and similar acquirements for graduation, and admits women as well as men to its classes, giving the instruction separately. To encourage a higher grade of preliminary acquirements, an allowance of 6 months from the term of study is made in favor of college graduates and 1 year in favor of graduates of the department of pharmacy in this university.

Detroit Medical College, at Detroit, provides a three years' course of study, that for each year lasting nearly 10 months. In the plan of instruction clinical, didactic, and laboratory teaching are blended. The college has under its control, for educational purposes, 3 hospitals, 1 of them being so connected with the college building that surgical cases are brought into the amphitheatre for operation.—(Announcement and catalogue, 1876–'77.)

The Dental College of the University of Michigan was recently established by the legislature, in response to a request from the Dental Association and many citizens of the State. The qualifications for admission are the same that are demanded of candidates for the study of medicine, and students in dentistry attend lectures and receive instruction jointly, the medical class enjoying in all respects equal facilities with them. The course of study covers 2 years, but graduates of the medical school may enter the senior class.—(Annual announcement, 1875.)

Statistics of schools for scientific and professional instruction, 1876.

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	2	....	166	4	$195,803	$235,773	$16,850	*a*$14,393	*b*4,000
SCHOOLS OF THEOLOGY.									
Theological department of Hillsdale College.	4	3	20	3	.....	15,000	2,500	.....	1,500
Theological department of Hope College	4	....	8	3	.....	3,500	250	.....	350
SCHOOL OF LAW.									
University of Michigan, (law department.)	5	....	309	2	.....	.....	.....	.....	3,503
SCHOOLS OF MEDICINE.									
Department of medicine and surgery of the University of Michigan.	12	....	285	3	75,000	.....	.....	.....	.....
Detroit Medical College	16	....	83	3	40,000	.....	.....	4,958	.....
Homœopathic Medical College, University of Michigan.	5	....	51	2	.....	.....	.....	.....	.....
Dental College, University of Michigan	3	....	33	2	*c*2,000	.....	.....	.....	75
Schoolof Pharmacy, University of Michigan.	12	...	65	2	.....	.....	.....	.....	.....

a From State appropriation. *b* Includes society libraries. *c* Value of apparatus.

SPECIAL INSTRUCTION.

STATE REFORM SCHOOL.

The boys in this institution are engaged, in addition to their school studies, in various occupations, as tailoring, shoemaking, farming, &c.; but on account of their tender age the question of necessary and productive employment for a large proportion of them is one that has been found difficult of solution.

The condition of the school has much improved during the last two years. It has

ceased to be a prison, and is now really a reform school. The bars and iron doors have disappeared; the high fence has been made into kindling wood; and the results are no corporal punishment, no escapes since its opening, less destruction of State property, a general tone of comfort and cheerfulness in all its surroundings, and a brighter, better look in the faces of the boys. The table and furnishing, the clothing, &c., are better than heretofore, and all tend toward lifting the institution out of the prison mire to the higher plane of a school. The attendance in 1875 was 220; in 1876 it was 230. Average age of boys on admission, 13½ years. The boys attend school about 5 hours each day. The studies pursued are reading, writing, geography, arithmetic, and grammar. The effort made in every department to control without corporal punishment has given new energy and cheer to the school, and the boys, animated by a greater spirit of freedom and learning to regard study as a source of pleasure as well as of improvement, are rapidly acquiring a knowledge of the branches taught.—(Report of State superintendent, 1874–'75, pp. 222–235, and message of the governor to the legislature, 1877, pp. 13, 14.)

STATE PUBLIC SCHOOL, COLDWATER.

The object of this school is to support, clothe, and educate destitute children at the expense of the State, and finally, when they are prepared for it, secure their location in good homes, either by apprenticeship or adoption. This last is considered, perhaps, the most important work of the institution, and is one which is daily demanding more attention from the officers. An important aid was rendered by the legislature of 1875, through a provision for appointing, in many of the counties, agents for the supervision of charitable, penal, pauper, and reformatory institutions. These agents are appointed by the governor, and are carefully selected with a view to their fitness for the work of finding and selecting suitable homes for the children of this institution, and of retaining oversight of them after they are placed there. In this school the little dependent waifs are gathered from all parts of the State, to be washed, clothed, fed, warmed, and for a time placed under wholesome discipline and the best mental and moral training, whence they pass into homes where the same good influences continue. Under the law the child received here becomes the ward of the State, and the trust continues until he is 21 years of age; his whole career is watched over as by an anxious parent from the day the State becomes his guardian, the control of his natural parents entirely ceasing from that time. In some cases, however, children have been indentured to their parents rather than to others, the condition of the parents having, meantime, so improved as to warrant their taking care of their own child. In such cases parents are required to give the usual indenture to support and educate the child, the State retaining guardianship during minority as in other cases.

The cost per capita for the year ending September 30, 1875, was, on the average attendance, $159.80, this including salaries of teachers, food, clothing, school books, and all the current expenses of the school. It should be remembered, in this connection, that while the average attendance was only about 160, there have actually passed through it 221 children, most of whom were clothed before leaving. This reduces the actual cost per capita considerably. The cost per capita for the year 1875–'76 was $126.66; number in the school September 30, 1876, 255; average age of the children, 9 years.

The school is supplied with a superior corps of teachers, admirably adapted to their work, and the progress of the children is quite as rapid as the average of those in the other public schools of the State. The conduct of the children is, upon the whole, remarkably good. Fighting and quarrelling are seldom seen, and profane words are scarcely ever heard from those who have been in the school a few months. Discipline is secured as far as possible by moral means.

An appropriation of $500 was made for a library, of which something over $300 has been expended in the purchase of a choice collection of juvenile books, numbering 460 volumes.—(Report of superintendent, 1874–'75, pp. 236–249; and message of the governor, 1877, p. 12.)

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The institution at Flint for the education of the deaf and dumb and the blind gave instruction in 1876 to 212 pupils. The legislation of 1873 and the active efforts of the officers of the institution have secured the attendance of nearly all the children of the State who need public care, yet there are some remaining in families and in poor-houses. The system of instruction here is constantly improving. The new method of "articulation" has recently been introduced with marked success. The boys are taught trades and the girls are instructed in housework and sewing.—(Message of the governor to the legislature, 1877, pp. 16, 17.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual session of the State Teachers' Association was held at Grand Rapids in December, 1875.

After the address of welcome by Henry Fralick, esq., of the Grand Rapids board of

education, and response by President Tarbell, the address of the evening was delivered by Prof. C. A. Kent, of the law department of Michigan University, on the origin and extent of the duty of the State to educate. The president's address, presented on the following day, urged the need of greater unity of thought and coöperation among educators and suggested means by which the usefulness of the association might be increased. The address was referred for consideration and report to two committees of three members each. The question of the representation of education at the Centennial was then presented by Hon. John J. Bagley, governor of the State, and afterward by others. Papers were also presented and addresses delivered by Mr. H. A. Ford, of Kalamazoo, on the relation of social science and education; by Miss S. J. Pyne, of Grand Rapids, on preparation for teaching; by Prof. F. H. Pease, of the State normal school, on teaching music to children; by Mr. Charles R. Backus, giving an outside view of the public schools; by Professor Olney, of the State university, on the high schools of the State; by Miss Julia M. Stancliff, on the development of the perceptive faculties; by Professor Putnam, on the Kindergarten; by Prof. W. L. Smith, teacher of music in the public schools of East Saginaw, making a plea for music in public schools; by Superintendent D. Bemiss, of Coldwater, on outside and inside dangers to the schools; by Miss Minnie L. Coe, of Grand Rapids, on physiology in schools; by Rev. W. D. Love, of East Saginaw, on religious education in the schools; and by Miss A. J. Field, superintendent of public schools at South Haven, on hearth and home education.—(Michigan Teacher, February, 1876, pp. 41–134.)

ASSOCIATION OF CITY SCHOOL SUPERINTENDENTS.

The Michigan Association of City Superintendents of Schools held several meetings during the week of the State superintendents' meeting, at which President Angell of the State university and other members of the faculty were present. A vote taken by them showed a preference of German to French as one of the requirements for admission to the scientific course of the university. The principal business was the revision of the course of study for graded schools. A constitution was adopted and officers elected for the ensuing year. There were present and enrolled as members 19 superintendents.—(Michigan Teacher, February, pp. 134–136.)

ASSOCIATION OF MUSIC TEACHERS.

The association of special music teachers in the public schools of Michigan had its second meeting at the same time, all but two of such teachers in the State being present. The chief topics of discussion were: (1) How can public opinion best be secured in support of music as a study in public schools? (2) The general arrangement and management of a musical department; and (3) Systems, methods of instruction, and course of study.—(Michigan Teacher, February, p. 136.)

OBITUARY RECORD.

The educational necrology of the past month in the State is unusually large, including the death, on the 9th ultimo, of Mr. W. L. M. Breg, for the last 20 years a teacher in the deaf, dumb, and blind asylum at Flint; of H. C. Baggerly, superintendent of Corunna for the past 5 years, on the 14th ultimo; and of Miss Jennie Carmichael, May 20, for nearly 10 years a teacher in the Detroit public schools.—(Michigan Teacher, June, p. 292.)

LIST OF SCHOOL OFFICIALS IN MICHIGAN.

Hon. HORACE S. TARBELL, *State superintendent of public instruction, Lansing.*

[Term, January, 1877, to January, 1879.]

STATE BOARD OF EDUCATION.

Name.	Post-office.	Term expires—
Horace S. Tarbell	Lansing	December 31, 1879.
Witter J. Baxter	Jonesville	December 31, 1879.
Edward Dorsch	Monroe	December 31, 1878.
Edgar Rexford	Ypsilanti	December 31, 1880.

REGENTS OF THE UNIVERSITY.

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.
Victory P. Collier	Battle Creek	December 31, 1885.
George P. Maltz	Alpena	December 31, 1885.
James B. Angell, president, regent ex officio.	Ann Arbor	

MINNESOTA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Children of school age, (5–21)	210,550	228,362	17,812	.....
Enrolment in public schools	130,280	151,866	21,586	.....
Average daily attendance	71,292	65,384	.....	5,908
TEACHERS.				
Number of men teaching	1,372	1,487	115	.....
Number of women teaching	1,591	2,916	1,325	.....
Total number of teachers	2,963	4,403	1,440	.....
Average monthly pay of men	$41 36	$34 80	.....	$6 56
Average monthly pay of women	28 91	29 19	$0 28	.....
SCHOOLS.				
School rooms for study	3,085	3,329	244	.....
School-houses	2,975	3,119	144	.....
Average length of school in days	120	100	.....	20
Value of school property	$2,808,156	$2,770,508	.....	$37,648
RECEIPTS AND EXPENDITURES.				
Receipts.				
From State tax	217,000	218,855	$1,855	.....
From local tax	659,427	952,939	293,512	.....
From county apportionment	793,153	361,687	.....	431,466
From permanent fund	191,578	210,848	19,270	.....
Total receipts	1,861,158	1,744,329	.....	116,829
Disbursements.				
For salaries of teachers	702,662	821,072	118,410	.....
For salaries of superintendents	.....	13,650	.....	.....
Miscellaneous or contingent	247,755	696,161	448,406	.....
Total disbursements	.....	1,530,883	.....	.....
EXPENDITURE PER CAPITA—				
Of enrolment	9 29	10 08	79	.....
Of average attendance	16 98	11 70	.....	$5 28
SCHOOL FUND.				
Increase of the permanent fund	.....	200,000	.....	.....
Amount of available school fund	3,200,000	3,191,042	.....	8,958
Amount of permanent school fund	10,000,000	10,000,000	.....	.....

(Report for 1875–'76 of Hon. D. Burt, State superintendent of public instruction, and special returns for 1875 and 1876.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITY.

This sketch has been prepared for the Bureau of Education by the courtesy of Hon. D. Burt, State superintendent of public instruction, and rests upon the authority of the investigations made by him into the legislation of the State respecting public schools.

TERRITORIAL ACTION.

Minnesota was organized as a Territory in 1849 and admitted as a State in 1858. Among the first acts of its territorial condition was one to establish and maintain common schools, passed November 1, 1849.

The provisions of the act were that the county commissioners should lay an annual tax of one-fourth of 1 per cent. (2½ mills) on the taxable property of the county for the support of schools. Fifteen per cent. of all money accruing from liquor licenses and fines for criminal offenses were added to the school fund of the county. Every township containing not less than five families was made a school district, but county commissioners were empowered to divide townships that contained at least ten families into two or more districts. This power was used so that Minnesota has never had the township system of districts, a fact to be regretted. Three trustees were to be annually elected for each district, with power to hire teachers and to have general charge of the schools. It was made their duty to examine teachers and to visit schools. Any school district could vote a special tax, not to exceed $600 in one year.

On the 4th of March, 1854, a further act was passed requiring three months of school in any district within the year as a condition of an apportionment from the county treasury. If, however, the number of scholars returned did not exceed 12 six weeks in a year, or three months in two preceding years, the district was not entitled to an apportionment. New districts organized in any year received apportionments for that year, even without having a school.

In 1856 an act for the relief of school districts was passed, providing that the trustees of any district, after reserving a sufficient amount of money to pay teachers' wages for the length of time which the district decided at its annual meeting to have school taught during the year, might use the remainder of its funds for repairing school-houses and meeting similar incidental expenses.

EARLY STATE ACTION.

The territorial law, thus twice amended, appears to have been accepted by the State, on its entrance into the Union, as sufficient for that time. But in its constitution the new State embodied the principle that "the stability of a republican form of government depends mainly on the intelligence of the people," and drew from it the practical corollary that the legislature should establish a general and uniform system of public schools. It also provided for the formation of a perpetual school fund from the proceeds of the lands granted by the United States for the support of schools; for such arrangement, by taxation or otherwise, as, with the income arising from the school fund, would secure a thorough and efficient school system, and for the establishment and endowment of a university.

RISE OF NORMAL SCHOOLS.

The normal school at Winona was opened under act of 1858 in 1860, on an appropriation for the year of $1.500. In 1862, after being open about a year and a half, it was closed until 1864, when it was reopened and reorganized. The sum of $3,000 was appropriated to it for 1864, $4,000 for 1865, and there has been since that time an annual appropriation of $5,000. In 1871 the school received a supplementary appropriation of $3,000; in 1872, of $5,000; in 1873, of $7,000; and the same for 1874 and 1875, in addition to the regular appropriation of $5,000.

The legislature of 1860 passed an act suspending for five years a clause in the act of 1858 giving permission to open two schools in addition to that at Winona, which was not affected by the act of suspension. From this and other causes the normal school at Mankato was not organized till October, 1868, nor that at St. Cloud till September, 1869.

MODIFICATIONS OF THE FIRST SCHOOL LAW.

In 1862 it was enacted that all fines for the breach of any penal law, not otherwise appropriated by law, should go into the school fund of the county.

In the same year the 2½ mill tax of 1849 was reduced to 2 mills, but still distributed upon the basis of the number of persons between 5 and 21 years of age. In 1875 this tax was reduced to 1 mill, and returned to each district in proportion to property paying the tax, a plan which friends of education hope soon to change.

LOCAL SUPERVISION OF SCHOOLS.

The territorial law of 1849 made the trustees of each district the examiners of teachers and the visitors of schools. In 1860 it was provided that there should be chosen at the annual town meeting of the several towns in the State a town superintendent to hold office one year. The power to divide the town into districts and to regulate and alter districts was placed in his hands. But districts to be affected by his action could require that the chairman of the town board of supervisors and the town clerk be associated with him, and that a majority of the board so constituted be necessary to any change in the boundaries of districts. The town superintendent examined teachers and was required to visit the schools twice in each term. There could be an appeal to the State superintendent from the action of any district meeting or of a town superintendent respecting alterations in school districts, and the decision of the State superintendent was final. This plan did not give satisfaction. The town superintendent was paid a per diem fee, not to exceed that of other town officers. Town supervision, as thus adopted, was too advanced for a new State with few schools in some counties, and the legislation of 1860 on this subject was superseded in 1862 by a plan by which the commissioners of each county appointed an examiner of teachers in each commissioner district. Twice in a year these officers held meetings for the examination of candidates, and they could also give private examinations. They were not required to visit the schools and were not responsible for the success or failure of teachers. There was no definite standard of examination. Many of these examiners were incompetent, and almost anybody could teach school in those days.

In 1864 a law was passed that any county electing to do so might appoint through its commissioners "a fitting person of high moral character and literary and scientific attainments county superintendent of schools." It was made the duty of the county superintendent to examine teachers, visit schools, receive reports from clerks, and report to the State department. The older and more populous counties adopted this system from time to time, until, in 1869, a law was passed making the system obligatory upon nearly all the counties of the State. Those excepted were newly organized counties, and most of them have since been included.

There has been a tendency to make this office elective, but bills aiming at this have always been defeated until, in 1876, a special act was carried excepting several counties and rendering the office elective in them. It appears that the constitution of the State does not admit of the affixing of any moral or literary qualification to office held under election by the people. This fact will probably prevent any further change in this direction.

STATE SUPERVISION.

In 1860 a law was passed making the chancellor of the university ex officio superintendent of public instruction. This office was first filled by Rev. E. D. Neill, and he made the first educational report to the legislature, holding the office until April, 1861, when he was succeeded by Rev. B. F. Crary, who served until 1862. In March of this year a law was passed making the secretary of state ex officio superintendent of public instruction, and Hon. D. Blakely, as such, held the office until 1866. He was succeeded by Hon. H. C. Rogers, who continued in office until 1867. In this year a law was passed requiring the governor to make the appointment, subject to confirmation by the senate. Hon. M. H. Dunnell was the first appointee. He held the office until August 1, 1870, when he resigned, and was elected to Congress. Hon. H. B. Willson was appointed to fill the unexpired part of Mr. Dunnell's term. After its expiration he was twice reappointed, and retired from the office in 1875. He was succeeded by Hon. D. Burt, the present incumbent of the office, whose term, under the existing law, reaches to April, 1877.

ELEMENTARY INSTRUCTION.

SCHOOL-HOUSES, SCHOOLS, ENROLMENT, ETC.

Buildings.—There were 144 more school-houses built than during the year 1874–'75. Of these, 5 were log houses, although several of this class disappeared. There are 5 new brick houses, most of them being elegant structures, one in Minneapolis costing $16,000 and one in Winona about $35,000. Of the 3,119 school-houses in the State, 684 have home made seats, only about 1 in 10 of them being comfortable. The desks are clumsy, the pitch of the backs wrong, and the height of the seats such that the feet of small children do not touch the floor. The old style of long planks placed against three sides of the room for desks, and of long benches before them with no backs, may be found in numbers of these houses. Only 123 school-houses (mainly in cities) report having proper ventilators; most of the country teachers report their rooms ventilated by a hole in the ceiling; that is, a hole overhead, letting the hot air up against the roof, is considered a ventilator. The fact that foul air should be taken from the bottom of the room is not recognized. In the estimation of three-fourths of the trustees, a school-house is well ventilated if the windows can be opened when the

room becomes uncomfortably hot; yet several hundred of them do not even admit of this, the windows being secured by nails to keep out the boys in summer and the cold in winter. Nearly a thousand school-houses report their outhouses in bad condition, while 840 have none belonging to them. Several county superintendents, however, report that many new buildings of this kind have resulted from the asking of the question in the blanks of the previous year; and the hope of increasing this result has led to the presentation of the figures as to this point.

Schools.—In some counties the average annual length of schools was not given, and it is believed that the estimated figures (4.6 months) is too low. The 31 graded schools which report their statistics remained in session an average of 9.5 months.

Enrolment.—The increase in the enrolment of the present year over that of the past and other years has been very considerable, a result due to the change in the plan of apportionment.

Teachers.—It is suspected that the number of teachers reported is somewhat too large, yet many teach in summer and not in winter. The graded schools have their teachers engaged for the year, while most rural districts employ new ones every term.—(Report of Superintendent Burt, 1875-'76, pp. 76, 77, 82, 253-255.)

GRADED SCHOOLS.

The number of these schools is gradually increasing. Some ten of the largest cities have established regular courses of study and definite departments, with classes or grades in each. The economy of the plan is obvious and its convenience and efficiency are securing popular favor. In villages where the number of teachers ranges from 2 to 4 or 5 the grading is often well defined and thorough work is done; yet it requires from 8 to 10 months of school in a year to preserve any plan of gradation and to make it possible to carry pupils through a definite course of instruction. These schools in a few of the largest cities define their work from the lowest class in the primary department to the graduating class of the high school, indicating the time for passing through each grade and making the length of an entire course about 12 years. The common branches are made prominent in primary and secondary departments. In the grammar schools the higher English branches are studied, as physiology, physical geography, advanced grammar, and composition.—(Report of superintendent, 1875-'76, p. 74.)

CHANGE IN BASIS OF APPORTIONMENT.

A law was enacted in 1875 making enrolment in public schools rather than the number of census children the basis of apportionment of the public school funds.

There were many objections to the oldplan. It gave an unfair advantage to districts in which there happened to be parochial schools, maintained at private expense. It did not help districts according to the number and size of their schools and the educational work actually done; it offered no inducement to gather neglected children into the schools, nor to open schools in new counties. But the main reason for the change is that the fund in question proceeds from lands donated by Congress for the use of "schools;" that in pursuance of this object the constitution of the State provided for the appropriation of the fund to the use of "scholars;" therefore, the old law apportioning it to districts according to the number of those who were merely of proper age to become scholars was unconstitutional. But the new plan, it is thought, is not yet perfect, and it is anticipated that another step forward may be found advisable. Some districts, in order to secure a larger share of the fund, may, it is feared, enroll persons in the schools who are brought forward merely for the purpose and who will attend but a few days. In that case, it is stated, it will be necessary to make the apportionment on the average attendance, which will, moreover, have the additional result of holding children in school more regularly than at present.—(Report of superintendent, pp. 9-16.)

RESPECTS IN WHICH THE SYSTEM IS WEAK.

The State superintendent enumerates certain points in which the public school system is weak, as follows:

(1) It permits indefinite divisions of counties into petty school districts. The older counties have from 6 to 8 districts in each township, necessitating small and weak schools.

(2) It creates too many trustees invested with power to hire teachers. The present number of these officers is 9,909; teachers, 3,303. In any county with 100 districts 300 persons select the teachers, and they have a great many daughters and nieces, and sisters and cousins, and friends; and, human nature being what it is, favoritism is the result. Under this system county superintendents often cannot raise the standard of scholarship in teachers. Public sentiment in many communities will not sustain them in rejecting incompetent candidates.

(3) It is left possible for districts to vote that their children shall not be educated. The remedy consists in abolishing the petty districts, and thus taking from them the power to cripple and even kill their own schools. The condition should be imposed

that the current school fund shall be supplemented on territories much larger than that of the present districts by a uniform rate of taxation that will yield such territories funds sufficient to secure efficient schools of equal length. There were, it is estimated, not less than 350 districts that last year raised no special school tax, and there were more than 800 schools kept for only three months. The superintendent recommends the passage of a law fixing a certain amount of special taxation below which districts cannot fall in any year.—(Report of State superintendent, 1875–'76, pp. 19–25.)

KINDERGÄRTEN.

Information has been received from 2 Kindergärten, one in St. Paul, established in 1876 and having an attendance of 20 pupils, the other in Minneapolis, established in 1875, with 6 to 9 pupils. Hard times and much sickness among the children have kept down the numbers in the school last named. Hours of daily session in the Minneapolis school, 3; in the St. Paul school, 4½. Age of admission in the former, 3 to 6 years; in the latter, 4 to 7.

CITY SCHOOL SYSTEMS.

ST. PAUL.

Officers.—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.—Enrolment during the year, 4,491; average attendance, 2,608; number of schools, 69; number of teachers, 82.

Remarks.—Corporal punishment has been banished from the schools of this city with results in the highest degree gratifying. The discipline of the schools has steadily improved, and the pupils have acquired a self control which is very marked, even to strangers. Cases of insubordination are extremely rare. Truancy has largely diminished. There have been but two cases of expulsion during the year, while the cases of temporary suspension in all the schools have been less than the cases of corporal punishment in a single school in former years.

The high school was organized in 1870, and has graduated 66 students, of whom 20 have taught and 21 have entered colleges. Teachers for the public schools are largely supplied from the high school. The enrolment of pupils in it increases rapidly every year, and leading citizens are coming to take advantage of it in preference to sending their children to private schools away from home.—(Report of State superintendent, pp. 141, 142.)

MINNEAPOLIS.

Organization.—The organization here is a peculiar one, there being two boards of education and two superintendents of schools, one for the original city of Minneapolis, now called the west division, the other for what was the city of St. Anthony, which in 1872 was united with Minneapolis and forms now the east division.

Statistics.—These for the west division are as follows: Population, (estimated,) 26,000; children of school age, (5–21,) 6,843; enrolled in public schools, 3,388; school-houses, 7; rented rooms, 2; whole number of school rooms, 54; seating capacity of these, allowing 56 pupils to a room, 3,024; admissions to high school, 83.

For the east division they are given thus: School-houses, 4; rooms for school, 19; seating capacity of school rooms, 1,152; teachers employed, 19; amount paid for salaries of teachers, $9,910; enrolled pupils, 1,249; average daily attendance, 724; average attendance to a teacher, 38.1; number of pupils in high school, 48.

Notes.—In the west division there are 8 grades before reaching the high school, and, while these grades express intervals of one year each, every grade is subdivided into 3 divisions, each representative of three months. The advantages claimed for this arrangement are two: (1) pupils failing to pass any examination do not have to drop far and are left rather hopeful in the near prospect of another trial. (2) No pupil is required to remain in any class any given length of time, but on obtaining a prescribed average for two successive months is rewarded for his industry and credited for his ability by prompt promotion.

In the east division there are 9 years of preparatory work and 2 years in the high school course. Ladies here act as school directors, and 2 such appear in the list of 6 members of the board for 1875–'76. As early as 1861 a special teacher of music was employed in this division, but was retained only one term. No special teacher of drawing has ever been employed, nor has there been till the close of the school year 1875–'76 a superintendent; the secretary of the school board performing some of the duties of one and the teacher of the highest room in each building being constituted principal of all the schools therein and required to report their condition monthly to the board of education.—(Reports of the two divisions, in State report for 1875–'76, pp. 143–153.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal school at Winona reports in its normal department 302 pupils, of whom 88 were men and 214 women; average attendance, 196; graduates, 36. The school at Mankato in its normal department, 250; men, 85; women, 165; average attendance, 114. The school at St. Cloud, in its normal department, 213, 63 men and 150 women, and an average attendance of 131. Total enrolment, 765; average attendance, 441.

The class of 85 new pupils entering the school at Winona was of much higher grade than that of any class received previously. It possessed more of the settled teacher element. A large number had been members of institutes in which normal school teachers were instructors. Others were from schools or institutes taught by graduates, and all showed plainly that the thorough work done in the normal schools and the State institutes is producing grand results in the schools of the State. During the year 60 undergraduates went out as teachers.

At Mankato there has been a marked increase not only in the entire enrolment but in the average attendance, showing that more pupils remain during the entire term than ever before. The higher classes, also, are well represented, indicating an advance in grade as well as in numbers.

The school at St. Cloud, in respect to efficiency, discipline, completeness of course, and elevation of professional spirit, has made marked advancement during the year. A special effort was made to give the school a more decided professional character. Students evidently incapable of making teachers were not advanced, and the names of those unworthy of promotion, after a review of a term's studies, were removed from the roll. Every student, before graduation, is required to give instruction in the practice room one hour a day for 9 weeks, under the supervision of a critic teacher. A home for the students after the family coöperative plan has been opened, the expense of which, including room rent and good wholesome food, is expected to average not more than $2.50 weekly.—(Report of State superintendent, 1875–'76, pp. 99–119.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent does not give the number of public high schools or departments existing in the State. He says, however, that in the larger cities generally there exist either distinctly named high schools or else highest departments in the graded schools, in which are taught some of the branches usual to high schools proper. In the best of the high schools are found algebra, geometry, and sometimes trigonometry and surveying. Latin is taught in perhaps a dozen high schools. Greek is found in the printed courses of 4 or 5 schools, while actual classes exist in a less number. German is more common than Latin and French is studied in several schools.—(Report of Superintendent Burt, 1875–'76, pp. 74, 75.)

In a number of reports from towns and cities, made to the superintendent, respecting their graded systems, and appended to his report, there is a frequent reference to a high school as existent, sometimes a schedule of the course of study in it, but almost no statistics as to the number of pupils in attendance and graduating from these schools.

PRIVATE SECONDARY SCHOOLS.

In 2 schools for boys, 5 for girls, and 7 for both sexes outside of the public school system, there have been reported to this Bureau, under 68 instructors, 1,172 students, of whom 173 were engaged in classical courses and 185 in modern languages; 62 were preparing for classical and 21 for scientific courses in college. Drawing is taught in 9 of these schools, free hand in 5 and mechanical in 4; vocal music is taught in 10 and instrumental in 11. Chemical laboratories are reported by 3 and philosophical apparatus by 5. One school for boys, 1 for girls, and 6 for both report libraries ranging in size from 125 volumes to 1,500, and aggregating 3,527.

BUSINESS COLLEGES.

Two business colleges, located at Minneapolis and St. Paul, report 8 teachers and 338 pupils, of whom 18 were studying telegraphy. The common English branches and correspondence, penmanship and book keeping, and commercial law are taught in all, and surveying, political economy, life insurance, phonography, and telegraphy in 1. One reports a library of 147 volumes.

SUPERIOR INSTRUCTION.

UNIVERSITY OF MINNESOTA.

The course of study is arranged under 4 departments: (1) Science, literature, and the arts; (2) mechanic arts; (3) agriculture; (4) collegiate department, all numbering 267 students in 1875–'76. Of these 225 belonged to the collegiate department, 66 of the number being women. Five of the 34 students in the department of science, literature, and the arts were also women, making 71 in attendance. There were registered

as residents of Minnesota 241 students; from other States, 26. In addition to the college work, 114 students are engaged in some remunerative employment and 69 are believed to have earned their own living. Fifty-seven had at some time been teachers.

The board of regents, after a careful consideration of a proposition to discontinue the preparatory department of the university, came to a resolution that the institution must for some time longer continue to offer preparatory instruction; but certain conditions were decided upon. In order to encourage preparatory work in the high schools and academies of the State and coöperation by them with the university, no applicant is to be admitted to the collegiate department to pursue the studies of any regular class or course who is entitled to receive and can actually receive substantially the same instruction in the public schools of the school district in which he resides. This action, it is believed, has generally met with a favorable reception. Its effect is most marked in the university city, from which many young persons had been accustomed to resort to the university without having passed through the course of instruction offered in the public schools. The State superintendent advises the organization of proper preparatory courses of study to be carried on in connection with the ordinary high school curriculum, and formed, more especially, to suit those young persons who do not expect to go to college.

The year 1875–'76 was a marked one for the university. The occupation of the new buildings has permitted considerable enlargement of the work. The library, moved into more commodious apartments, on the first floor of the main building, can at length fulfil its proper function in the institution. The new chemical laboratory in the agricultural college was occupied throughout the year by large and interested classes. The general museum was opened to the public during the spring term. There were 12 graduates in 1876: A. B., 4; Sc. B., 5; B. C., 3.—(Report of State superintendent, 1875–76, pp. 127–136.)

OTHER COLLEGES.

Carleton College, Northfield, was founded by the State conference of congregational churches, but it is not under ecclesiastical control nor is it meant to be sectarian in its methods or influences. It is open to all alike, without regard to race, sex, or nationality. The departments are preparatory and collegiate, the latter embracing classical, literary, scientific, and English courses, all extending over 4 years.—(Catalogue, 1875–'76.)

St. John's College, St. Joseph, (Roman Catholic,) is conducted by the Benedictine Fathers, and comprises ecclesiastical, classical, commercial, and scientific courses, besides an elementary school for beginners. The college buildings are large and commodious, built of granite and brick, and afford accommodation for over 300 students. The number of students and the prosperity of the school are increasing.—(Catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Two colleges for women report 15 teachers and 178 pupils, of whom 10 were engaged in preparatory studies and 62 in regular courses. The courses of study are from 4 to 8 years. The libraries of these 2 colleges aggregate 525 volumes.

Statistics of universities and colleges, 1876.

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.	
Augsburg Seminary, Greek department.	8	....	45	27	.....	.....	.....	$350	.....	.....	.....
Carleton College	12	....	220	20	$7,148	$81,660	$6,271	5,298	$0	$5,200	*a*2,975
Hamline University *b*	....	....	.....	.....	120,000	.....	.....	.....	.....	.....	.....
Macalester College *c*	....	....	.....	.....	50,000	25,000	2,000	.....	.....	.....	.....
St. John's College	16	....	*d*99	.....	50,000	.....	.....	.....	.....	.....	*a*2,583
University of Minnesota	15	....	147	*e*107	185,000	284,000	14,750	0	19,000	.....	10,000

a Includes society libraries.
b Temporarily suspended in consequence of a change of location.
c Suspended until new buildings are completed.
d Unclassified.
e Also 5 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The College of Agriculture, a department of the State university, organized in 1870, comprises 2 courses, an advanced and an elementary. In the college of the mechanic arts there are courses in civil engineering, in architecture, and special courses. The elementary agricultural course lasts 4 years; the higher, 2.—(Report of State superintendent, 1875–'76, and return to Bureau of Education.)

THEOLOGY.

Of the schools of theology embraced in the following table, the first is Lutheran, the second Roman Catholic, the third Protestant Episcopal. Of the 8 years set down for the course at St. John's, 5 are believed to be preparatory and collegiate and 3 theological, this latter number having been given in preceding returns for the theological course.

Statistics of schools for scientific and professional instruction, 1876.

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.)	4	....	11	4, 2	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Augsburg Seminarium	6	....	8	3	$30, 000	.....	.....	.....	1, 000
St. John's Seminary	4	....	41	8	.....	.....	.....	.....	2, 012
Seabury Divinity College	7	....	23	3	60, 000	$15, 000	.....	.....	4, 500

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The institution at Faribault has, during the year past, yielded more than the usual returns. As one of the results, 15 pupils, 13 deaf and dumb and 2 blind, graduated with fair prospects for the future, and others left the school thinking their education already quite sufficient for all practical purposes. During the year 121 pupils were in attendance, of whom 98 were deaf-mutes and 23 blind. The number entering at the fall term was diminished somewhat by the hard times and the failure of the crops in certain counties. Out of 75 uneducated deaf-mutes known to be within the limits of the State, only 5 entered school during the fall of 1875, while 6 others, of whom nothing had been previously known, presented themselves. No special effort has been made to bring the large number of uneducated deaf and dumb children to school, for the reason that they could not be accommodated if they should come, there being neither sufficient room nor funds.

The deaf-mute pupils are divided into 6 classes, taught by 3 men and 3 women. The classes are graded every term, and oftener when deemed necessary, and the pupils are carried through a course of study calculated to give them a good common school education. School duties engage their attention 4½ hours daily besides one hour of study in the evening, 5 days in the week. For industrial purposes they are divided into 5 classes, including one of printers, which has not yet been fully organized and cannot be until means are obtained to open an office and employ a practical printer. These classes labor 3½ hours daily for 6 days in the week, making 9 hours a day in school and shop. This plan has been practised nearly 3 years with very satisfactory results, the deportment and health of the pupils not having suffered.

It is found that from 10 to 15 in a hundred are capable of learning to speak. One

entire class composed of semi-mutes is taught by articulation. The introduction and practice of drawing during the past year have been followed by gratifying results.

Improvements for the convenience and comfort of the blind pupils have been made during the past year to such an extent that the institution is now fully prepared to do excellent work in educating them, except in respect to teaching them trades. This subject has been considered by the board of directors and will be provided for as soon as circumstances will permit.—(Report of State superintendent, 1875–'76, pp. 120–123.)

EDUCATIONAL CONVENTIONS.

MINNESOTA EDUCATIONAL ASSOCIATION.

This association met at Red Wing, August 22 and 23, 1876. No information in respect to its proceedings is given in the report except a notice of a resolution passed in testimony of regard for the memory of V. J. Walker, who was present at the first meeting of the association, aided in the preparation of its constitution, and contributed largely to its success.—(State report, 1875–'76, p. 95.)

OBITUARY RECORD.

PROF. VERSAL J. WALKER.

On the morning of Thursday, May 17, 1876, President Folwell, of the University of Minnesota, announced to a called meeting of the faculty of that institution the sad intelligence of the death of Prof. Versal J. Walker, which had occurred a few hours before. Professor Walker, as stated in a memorial pamphlet published by the university, was born at Brookline, Vt., in 1824, and received an academic education at the Townsend Academy, in the same State. He entered Waterville College, (now Colby University,) in the State of Maine, in 1845, and graduated there with the honors of his class in 1849, having taken high rank in languages, and especially distinguished himself for his proficiency in mathematics and the sciences. Soon after his graduation he became principal of the academy at New London, New Hampshire; he passed, a few years later, to the charge of a kindred school at China, Maine, and, having taught there and elsewhere in New England till 1855, went to California, where he remained four years. On his return eastward, in 1859, he married, settled as a teacher of public schools in Winona, Minn.; distinguished himself as a successful organizer and instructor; established the first high school there, and was its principal for several years; was subsequently elected to the joint office of principal of high school and superintendent of the city schools, and filled this position with much acceptableness until chosen professor of the Latin language and literature in the State university, in which last office he continued until his death, performing the duties with marked ability and success.

For several years Professor Walker was secretary of the State Teachers' Association of Minnesota, and was at one time its president. On his removal to Minneapolis, his reputation as an organizer secured him an election to the board of education of the eastern division of the city, in which position he served for three years, fulfilling the duties of secretary of the board and superintendent of the schools, which, under his management, are said to have decidedly improved.

The governing principle of his life appears to have been to do well whatever he undertook, and, undertaking nothing but what he had the ability to do successfully, he left behind him, when his work was finished, the reputation of a faithful laborer and of a truly useful man; one that had helped many to become men and women, noble, just, and pure.—(Memorial pamphlet published by the university.)

LIST OF SCHOOL OFFICIALS IN MINNESOTA.

Hon. D. BURT, *State superintendent of public instruction, St. Paul.*

COUNTY SUPERINTENDENTS.

[*Term.*—The office of county superintendent having been made elective, the term of present incumbents will expire in the autumn of 1877, they giving place to new officers to be elected by the people November 6.]

County.	Superintendent.	Post-office.
Aitkin	C. W. Knox	Aitkin.
Anoka	Rev. Moses Goodrich	Anoka.
Becker	Mrs. D. J. Maltby	Detroit.
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	M. E. Mather	Hawley.
Cottonwood	F. M. Dyer	Windom.
Crow Wing	H. D. Follet	Brainerd.
Dakota	Philip Crowley	West St. Paul.
Dodge	U. Curtis	Mantorville.
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	Thomas C. Hodgson	Pomme de Terre.
Hennepin	C. W. Smith	Minneapolis.
Houston	D. C. Cameron	La Crescent.
Isanti	Rev. Charles Booth	Spring Vale.
Jackson	Dr. J. F. Force	Heron Lake.
Kanabec	B. H. Chesley	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lac qui Parle	L. R. Davis	Lac qui Parle.
Lake	Christian Wieland	Beaver Bay.
Le Sueur	M. E. Everett	Cleveland.
Lincoln	G. L. 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. Guernon	Little Falls.
Mower	N. M. Holbrook	Austin.
Murray	S. P. McIntyre	Currie.
Nicollet	F. L. Randall	St. Peter.
Nobles	T. C. Bell	Worthington.
Olmstead	M. G. Spring	Rochester.
Otter Tail	G. F. Cowing	Fergus Falls.
Pine	F. A. Hodge	Hinckley.
Polk	Christopher Steenerson	Frog Point, D. T.
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	A. E. Haven	Faribault.
Rock	E. L. Grout	Luverne.
St. Louis	Hon. Lake 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	Breckenridge.
Winona	Hon. O. M. Lord	Minnesota City.
Wright	J. F. Lewis	Monticello.
Yellow Medicine	C. E. Clark	Granite Falls.

MISSISSIPPI.

SUMMARY OF STATISTICS.*

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
White youth of school age, (5–21)	141,514	171,062	29,548	.....
Colored youth of school age	176,945	184,857	7,912	.....
White youth attending school	78,404	76,026	.....	2,378
Colored youth attending school	89,813	90,178	365	.....
Average monthly enrolment of whites	65,065	65,384	319	.....
Average monthly enrolment of colored	68,265	68,580	315	.....
Average daily attendance	106,895	.....	.....	.....
TEACHERS.				
White teachers employed	2,859	1,973	.....	886
Colored teachers employed	2,109	1,005	.....	1,104
Men teaching	2,989	1,761	.....	1,228
Women teaching	1,979	1,017	.....	962
Average monthly pay of white teachers	$57 50	$41 08	.....	$16 42
Average monthly pay of colored teachers	53 45	38 54	.....	14 91
Average monthly pay of all teachers	55 47	39 87	.....	15 60
SCHOOLS.				
Average days schools were kept in cities	200	175	.....	25
Average days schools were kept in the country.	100	80	.....	20
Average throughout the State	140	100	.....	40
INCOME AND EXPENDITURE.				
Receipts.				
For all public school purposes	$1,110,248	$441,422	.....	$668,826
Disbursements.				
For all public school purposes	$1,040,600	$417,760	.....	$622,840

* Only 50 counties out of the 74 in the State report statistics for 1875–'76.

(Report for 1875–'76 of Hon. Joseph Bardwell, State superintendent of public education, pp. 93–95.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

United States Statutes, 1802, 1803, 1817; Laws of Mississippi, 1818, (first session of first general assembly;) Poindexter's Revised Code, 1824, pp. 402–409; Howard and Hutchinson's Statutes of Mississippi, 1840, pp. 120–142; Revised Code of 1857, p. 369; Revised Code of 1871, sections 1992–2060; later school laws and reports and census returns.

FOUNDATIONS LAID.

By act of Congress, April 24, 1802, Mississippi, then comprehending most of the territory south of Tennessee and west of Georgia to the Mississippi River, was made a portion of the territory of the Union, with a view to the formation from it of a State as soon as its population should amount to 60,000 free inhabitants. March 1, 1817, another act authorized the people of the western portion of this territory to form a

constitution and State government, and enter the Union on the same footing with the other States. Both these acts carried with them (the former one explicitly) the provisions of the ordinance of July 13, 1787, for the government of the Northwestern Territory, that section 16 in every township should be reserved for the use of schools, and that an entire township should be reserved for a seminary of learning. By subsequent acts these grants were made distinct.

BUILDING UPON THESE FOUNDATIONS.

The first general assembly of the State, at its first session, passed, February 5, 1818, an act to provide for the care of the 16th section lands, giving the charge of them to the judges of the county courts, with authority to lease the lands, to protect them from waste and damage, and to apply the funds arising from them to the purposes prescribed by act of Congress. They were also authorized to provide for the erection of one or more schools within their counties, as they should deem right and useful.

November 26, 1821, a fuller and more explicit act was passed, providing for the formation of a literary fund from the proceeds of escheats, confiscations, fines, forfeitures, &c.; for the management of this fund by a board composed of the governor and chief officers of State, with 3 persons chosen by the general assembly; for the appointment by this board of an attorney or agent in each county to see to the collection of the fines and moneys appropriated to the fund; for the distribution of the proceeds of the fund, through 5 to 10 commissioners for every county, to a school or schools in every county, its benefits to be enjoyed, however, only by the poor children of the county, who, with the assent of their parents, should be selected by the commissioners, to be taught reading, writing, and arithmetic. The president and directors of the literary fund were authorized by this act to lease for any term of years which they might deem advisable the lands reserved by the United States for the use of schools in every township, and to apply the proceeds of these leases to the building of school-houses and to the education of the children of the poor. The county school commissioners appointed by them were also authorized to appoint each year a committee of their body to visit all seminaries of learning, academies, and common schools within their respective counties; to examine into the qualifications of the teachers or schoolmasters to educate their pupils in the branches to be taught, and also into their character for morality, sobriety, and capacity to maintain due discipline; to observe the number of the scholars, and how far they were advanced in education; and to report all these things to the president and directors of the literary fund. It was further provided that no schoolmaster should be permitted to take charge of any seminary of learning in the State who should not produce to the president and directors of the literary fund testimonials that he was a citizen of the United States, and qualified to teach the Greek and Latin languages, and that he was of good moral character; provided, that the teacher of a common school should not be required to have the qualification to teach Greek and Latin.

The above law repealed that of February 5, 1818, with another slightly amendatory of the same, and was itself amended in 1824 by a provision in a revised school law for the election annually of 5 trustees of schools and school lands for every township, who were to cause a school-house or school-houses to be built on the sections reserved for the use of schools; to pay the expenses, in whole or in part, out of any money in their treasurer's hands; to employ and pay suitable teachers for the schools, and to lease the school lands and look after the preservation of them.

In March, 1833, an act was passed to provide for the distribution among the counties of the capital of the literary fund, which now had reached the sum of $50,000, this capital to remain invested in productive stock, and its dividends only to be used, as before directed, for the education of poor children in the schools.

THE SYSTEM AS THUS ESTABLISHED.

With slight amendments in 1836 and 1839 and the Revised Code of 1857, the system thus outlined seems to have prevailed until the approach of the civil war, when almost everything in relation to schools and school funds was arrested.

The township trustees appear to have been the chief managers, and academies, as well as common schools, were aided by them in their work, most likely for instructing pupils who had gone on into secondary studies. In the census of 1850 $5,743 from public funds and $50 from taxation are set down as paid to them, and in 1860 $680 from taxation and $44,211 from public funds.

The common schools in 1840 were 382, with 8,263 pupils; the academies 71, with 2,553. In 1850 the common schools, were 762; the teachers, 826; the pupils, 18,746; school income, $254,159, of which $66,118 were from taxes and public funds. The academies were 171, with 297 teachers, 6,628 pupils, and an income of $73,717, of which about one-twelfth was from taxation and public funds. In 1860 the common schools numbered 1,116, with 1,215 teachers, 30,970 pupils, and an income of $385,679, about three-fifths coming from tuition fees. The academies had gone down to 169, but had more teachers, more pupils, and a considerably larger income, the teachers being 430, the pu-

pils 7,974, the income $313,522, about one-seventh from taxation and public funds, the remainder from endowments and tuition fees.

The University of Mississippi was established in 1844; an institution for the blind, at Jackson, in 1852.

SYSTEM AFTER THE CIVIL WAR.

Under the constitution of 1869 — which provided for a State board of education, for State and county superintendents of education, for the maintenance of a public school or schools in each school district at least 4 months in the year, for the establishment of a school fund, and for a poll tax of not more than $2 for school purposes—a new school law became necessary. One was passed July 4, 1870, embodying the above provisions; constituting each county and each incorporated city of over 5,000 inhabitants a school district; giving to the State board control of the school lands and school funds, with power of appointing county superintendents; and making the State superintendent the general supervisor of the public schools, with power to make rules and regulations for them, and with the duty of visiting annually the schools of each congressional district, of holding, at such visit, a teachers' institute, of deciding controversies pertaining to school management, and of making annual report to the legislature. To each county superintendent was given the supervision of the schools of the county, with the duty of visiting each once a term; of examining and licensing teachers for them, and of making to the State superintendent annual report respecting them; to the State auditor an enumeration of the educable children of the county; and to the State board a description of the condition of the school lands and school funds within the county committed to his charge. The schools were thrown open to every youth between the ages of 5 and 21 residing in the districts where they were taught, and all were to have equal advantages, without distinction. The Bible was not to be excluded from the schools, and no person was to be permitted to disturb or molest them.

The revision of the laws in 1871 embodied essentially the same provisions, with the additions of making the State superintendent president of the board of education; of requiring him to have the school law printed and distributed; of giving him an office clerk to aid him, and of providing for the government and guidance of a State normal school, which had been established the year before at Holly Springs.

The system was a good one, and under more favorable circumstances might have wrought out most beneficent results. But, imposed under the stress of a political necessity on a largely unwilling and reluctant population, opening its full privileges to poor whites and colored youth equally with the ones by whom these had been despised, and having often among its administrators officers and teachers from the North, it met at first, in many instances, with violent and bitter opposition. Schools sometimes were burned, northern teachers not seldom driven off, and obstructions thrown, in various ingenious methods, in the way of instruction of the colored population. These difficulties have been greatly overcome as time advanced, and the benefit of an educated rather than an ignorant laboring class is realized. But later legislation has crippled very much the efficiency of the school system, and though the attendance on the schools has gone on increasing, the number of teachers in them, the expenditure upon them, and the average length of the school term have all, as may be seen from the statistics, very much decreased.

STATE SUPERINTENDENTS.

These, as given by the existing holder of the office, have been: H. R. Pease, from 1870 to 1873, inclusive; T. W. Cardozo, from 1874 to 22d March, 1876, inclusive; T. S. Gathright, from April 4, 1876, to August 31, 1876, resigned; Joseph Bardwell, from September 1, 1876, to December 31, 1877. The two latter are appointments to fill an unexpired term.

ELEMENTARY INSTRUCTION.

THE PUBLIC SCHOOL SYSTEM IN MISSISSIPPI.

The report of Superintendent Bardwell for 1875–'76 is occupied chiefly with a discussion of the question of the right of the State to sustain free schools by taxation, in which he quotes largely from an address delivered by Hon. H. H. Chalmers, associate justice of the supreme court of the State of Mississippi, before the literary societies of the University of Mississippi at its last annual commencement. In this address the rightfulness of taxation for education is affirmed and sustained on various grounds, but chiefly on grounds of public interest.

The State superintendent concedes that the present system has faults which should be corrected; that in some features it was at one time pressed so far beyond the requirements and the ability of the people as to become a burden rather than a blessing. As a natural result, at the last meeting of the legislature, the principle of reaction set in, and it would be contrary to ordinary analogy if, in some respects, the pendulum had not swung to the opposite extreme. Such, he suggests, has been characteristic of recent legislation on the subject of the county superintendency. At the last session of

the legislature the salaries of county superintendents were reduced, and they were relieved from the duty of a personal inspection of the schools in their respective districts. The necessity of an amendment to this law restoring the former provisions is strongly urged upon the legislature.—(Report of State superintendent, 1875–'76, pp. 3–15.)

CITY SCHOOL SYSTEM.

VICKSBURG.

Organization.— In Mississippi, each city of 3,000 or more inhabitants, unless the subject of special legislation, forms a school district, governed in educational matters by a board of 6 school directors, chosen by the resident voters.

Statistics.— The number of children of legal school age, between 5 and 18 years, is 3,400; enrolment in public schools, 1,545; average daily attendance, 950. The estimated enrolment in parochial schools is 300; number of teachers in public schools, 24; number of school rooms, both for study and recitation, under one teacher, 23, and 4 of these are for high school pupils. The salary of the assistant teachers in primary schools is $585. In grammar schools it is $731; that of principals in grammar schools being $975. Both sexes are paid an equal salary. The amount expended for school purposes during the year was $19,642.14. Average expenses per capita on average daily attendance, $20.56.—(Special return from city superintendent, Charles E. Bent.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State normal school at Holly Springs and the normal department of Tougaloo University, both for colored students, seem to be the only schools in operation for the training of teachers. The school at Holly Springs had an attendance of 88 students, 29 men and 59 women. The school is sustained by the State, making tuition and text books free. Vocal and instrumental music and drawing are taught. In the normal department of Tougaloo University there was an attendance of 61 students. The elementary course covers 2 years, the advanced course, 1. Music, vocal and instrumental, is taught. Tougaloo University has been the means of raising a large number of the freedmen from the lowest depths of ignorance and degradation and making them intelligent, refined students and teachers. A farm of 500 acres furnishes employment for such of the young men as wish to pay a part of their expenses in labor, while the boarding hall gives employment to that class of the young women.—(Catalogues of State Normal School and of Tougaloo University, 1875–'76.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Beyond the preceding account of 4 rooms in Vicksburg being used for high school exercises, no distinct information respecting high schools in this State has reached the Bureau, though the existence of such in the cities and larger towns is to be supposed.

PRIVATE SECONDARY SCHOOLS.

In 3 schools for boys, 3 for girls, and 3 for both sexes, outside of the public school system, there have been reported to this Bureau 492 pupils under 30 teachers. Of these, 98 are in classical studies, 27 in modern languages, 62 preparing for a classical course in college, and 43 for a scientific course. Drawing is taught in 4 of these schools, vocal music in 3, and instrumental music in 3. A chemical laboratory is reported by 1, and libraries in 3, aggregating 21,121 volumes.

PREPARATORY DEPARTMENTS.

Four preparatory departments report 6 teachers and 290 pupils, 36 of whom were preparing for classical and 69 for scientific courses.

BUSINESS COLLEGE.

One business college reports 10 teachers and 100 students; of the latter, 5 study phonography, 20 telegraphy, and 75 French. The common English branches and correspondence, penmanship, book-keeping, higher mathematics, surveying, and commercial law are taught. There is a library of 100 volumes.

SUPERIOR INSTRUCTION.

UNIVERSITY OF MISSISSIPPI.

The plan of instruction here embraces three general departments, viz, preparatory education; science, literature, and the arts, and professional training. In the department of science, literature, and the arts are included five distinct courses of study, three of which are undergraduate parallel courses, and two post graduate courses. The three undergraduate courses lead to the degrees of bachelor of arts, bachelor of science, and bachelor of philosophy, the latter covering only 3 years, the others 4. The de-

partment of professional education embraces in its plan a school of law, one of medicine, and one of agriculture and the mechanic arts. The school of medicine is not yet organized.

OTHER COLLEGES.

Alcorn University, at Rodney, is open to both races and sexes, but is practically for the colored race. A recent letter from Prof. Vashon, of this university, states that there are now prospects of a more promising future for it. Nearly all the students are yet in the preparatory department; but three have passed beyond into the freshman class.—(Special return.)

Mississippi College, Clinton, (Baptist,) was chartered as an academy in 1826; as a Presbyterian college in 1830, and in 1850 came under its present management. Its departments are preparatory and collegiate, the latter being divided into several distinct schools.—(Return for 1876.)

Shaw University, Holly Springs, (Methodist,) was organized and chartered in 1870. Its departments are preparatory and collegiate, the latter having classical and scientific departments. Both sexes are admitted.—(Return for 1876.)

Tougaloo University, Tougaloo, established by the American Missionary Association in 1871, for the benefit of the colored race, has as yet no collegiate department, and it has therefore been left out of the college table.

COLLEGES FOR WOMEN.

Six colleges for women report 43 professors and instructors and 3,630 pupils. Of the latter 214 were in the preparatory departments, 406 in regular and 13 in partial courses. The course of instruction covers from 4 to 5 years. The volumes in libraries aggregate 5,400.

Statistics of universities and colleges, 1876.

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.	
Alcorn University	5	0	54	3	$28,905	$103,500	$5,125	$20	$10,000	.....	493
Jefferson College	....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi College	7	....	90	60	50,000	50,000	2,000	3,600	0	.....	a3,400
Shaw University	3	....	100	44	10,000	.....	.....	.....	.....	.....	300
University of Mississippi	12	....	46	85	287,000	.....	.....	2,600	30,000	.....	a7,447

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The school of agriculture and the mechanic arts of the University of Mississippi, to the support of which two-fifths of the congressional donation for the benefit of agriculture and the mechanic arts have been devoted, is now opened for the reception of students. Agriculture here is to be taught as a profession, requiring varied knowledge and a liberal education, and fully equal in dignity to other professions. Agricultural experiments will be carried on in connection with the farm and garden to such an extent as may be compatible with the requirements of instruction and the means at command. The present endowment is insufficient to accomplish more than a first step toward providing for the requirements of practical instruction, and it is hoped that before long other legislative or congressional aid may be extended to it.—(University catalogue, 1876.)

The agricultural and mechanical department of Alcorn University is sustained by the remainder of the funds received from the congressional land grant. The full course of study is to cover 4 years, but as yet only the preparatory department is in operation.

THEOLOGY.

The warden of the Bishop Green Associate Mission and Training School, (Protestant Episcopal,) reports an attendance during the year 1875–'76 of 14 students for the minis-

try, including three orphans of the clergy, only one of whom is absolutely a candidate for holy orders. One of the 14 has left to pursue a more extended course elsewhere, one has been called away by the dangerous illness of his mother, and one has been admitted to deacon's orders, leaving the present number eleven.—(Report of warden, May, 1876.)

LAW.

The law school of the University of Mississippi comprises in its course a study of the law of real estate, of personal property, torts, general practice, rights of persons, criminal law, and procedure in equity, jurisprudence, and constitutional and international law. Text books are the chief means of instruction. In 1872 the trustees dispensed with the necessity of an attendance of 2 years, and permitted the graduation of students after one year's study, provided a satisfactory examination be passed.—(University catalogue, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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.	5	.....	41	4	.....	.....	.....	$0	50
School of Agriculture and Mechanic Arts, (University of Mississippi.)*a*	.....	.....	.....	4	.....	.....	.....	.....	.....
SCHOOL OF THEOLOGY.									
Bishop Green Associate Mission and Training School.	4	0	16	5	$5,000	$0	$0	.....	1,200

a Reported with classical department.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Mississippi Asylum for the Blind, at Jackson, reports an attendance in 1875–'76 of 26 pupils. The institution is sustained by the State. The amount appropriated for its use during the year was $10,000. In addition to the literary branches, chair seating, mattress making, and broom making are taught. There is a library of 255 volumes.—(Special return for 1875–'76.)

EDUCATION OF THE DEAF AND DUMB.

The Mississippi Institution for the Education of the Deaf and Dumb, also located at Jackson, reports an attendance of 36 pupils, 20 male and 16 female. The branches taught are reading, writing, grammar, geography, general history, physical geography, arithmetic, and the Bible. The plan of instruction followed here is the sign method. The appropriation received from the State last year amounted to $10,000. There are only 12 volumes in the library.—(Special return for 1875–'76.)

LIST OF SCHOOL OFFICIALS IN MISSISSIPPI.

Rev. JOSEPH BARDWELL, D. D., *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.
Rev. Joseph Bardwell, D. D., superintendent of public education	Jackson.

List of school officials in Mississippi—Continued.

COUNTY SUPERINTENDENTS OF PUBLIC EDUCATION.

[Term, two years.]

County.	Superintendent.	Post-office.
Adams	J. S. Montgomery	Natchez.
Alcorn	E. W. Carmack	Jacinto.
Amite	Rev. John Ritchie	Liberty.
Attala	James C. Clark	Kosciusko.
Benton	Rev. H. F. Lipford	Ashland.
Bolivar	Alex. Yerger	Floreyville.
Calhoun	J. L. Lyon	Pittsborough.
Carroll	Samuel Hart	Carrollton.
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	Mount Carmel.
De Soto	S. I. Reid	Hernando.
Franklin	Joseph Buckles	Meadville.
Greene	G. T. Y. Breeland	State Line.
Grenada	I. S. Parker	Grenada.
Hinds	F. A. Wolfe	Jackson.
Holmes	G. W. Smith	Durant.
Hancock	A. M. Slaydon	Shieldsborough.
Harrison	B. B. Pearson	Pass Christian.
Issaquena	S. L. Hussey	Mayersville.
Itawamba	J. R. Jamison	Fulton.
Jackson		
Jasper	O. C. Dease	Paulding.
Jefferson	T. W. Hunt	Fayette.
Jones	H. C. Smith	Ellisville.
Kemper	A. G. Vinton	Scooba.
Lincoln	Rev. W. Burgess	Brookhaven.
Lauderdale	H. M. Whitaker	Meridian.
La Fayette	W. W. Wyatt	Oxford.
Lowndes	J. M. Barrow	Columbus.
Lee	G. W. Turner	Tupelo.
Lawrence	S. W. Dale	Monticello.
Leake	G. Q. Hall	Carthage.
LeFlore	R. H. Summons	Greenwood.
Madison	W. B. Stinson	Canton.
Marion	George Baylis	Columbia.
Marshall	J. A. Mahon	Holly Springs.
Montgomery	W. E. Simpson	Winona.
Monroe	William Saville	Aberdeen.
Newton	E. D. Beattie	Lawrence.
Neshoba	Rev. W. M. Lovelady	Philadelphia.
Noxubee	C. B. Ames	Macon.
Oktibbeha	L. A. Fort	Starkville.
Panola	J. A. Rainwater	Sardis.
Pearl	J. W. Winningham	Augusta.
Perry	George D. Hartfield	Enon.
Pike	Rev. J. C. Grakam	Summit.
Prentiss	M. Suratt	Booneville.
Pontotoc	Charles D. Fontaine	Pontotoc.
Quitman	W. T. Cureton	Belen.
Rankin	William Buchannan	Brandon.
Scott	W. B. Butler	Harpersville.
Sharkey	W. D. Brown	Rolling Fork.
Simpson	G. W. Farlow	Westville.
Smith	J. Ranch	Trenton.
Sunflower	Rev. A. D. Brooks	Indian Bayou.
Sumner	Aaron Smith	Greensborough.
Tallahatchie	W. J. Taylor	Charleston.
Tishemingo	T. M. Miller	Burnsville.
Tippah	C. L. Harris	Ripley.
Tate	D. E. Smith	Senatobia.
Tunica	Calvin Perkins	Austin.
Union	E. Y. Reaves	New Albany.
Warren	C. E. Bent	Vicksburg.
Washington	Rev. Stevenson Archer	Greenville.
Winston	Rev. M. J. McLean	Louisville.
Wayne	Thomas Hutchinson	Waynesborough.
Wilkinson	J. S. Lewis	Woodville.
Yazoo	W. P. King	Yazoo City.
Yalabusha	S. B. Brown	Water Valley.

MISSOURI.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Persons of school age, (5–21 for 1874–'75 and 6–20 for 1875–'76)	738,431	725,728	.....	.....
Pupils attending public schools	394,780	*394,848	*68	.....
Average daily attendance	192,904	*181,432	.....	*11,472
TEACHERS.				
Men teaching	5,904	5,904	.....	.....
Women teaching	3,747	3,747	.....	.....
Average salary of men	$38 00	.....	.....	.....
Average salary of women	29 50	.....	.....	.....
Total average salary, (about)	.....	$30	.....	.....
SCHOOLS.				
Public schools for whites	7,061	7,257	196	.....
Public schools for colored children	326	338	12	.....
Average duration of schools in days	99	60	.....	39
INCOME AND EXPENDITURE.				
Receipts.				
From local taxation	$2,155,810	$882,397	.....	$1,273,413
From public funds	391,480	470,121	78,641	.....
From other sources	466,306	420,947	.....	45,359
Total receipts	3,013,595	1,773,465†	.....	1,240,131
Expenditures.				
Total expenditure	Not given.	2,374,961	.....	.....
PER CAPITA EXPENDITURE.				
Daily cost of each pupil for tuition	$0 07	.....	.....	.....
SCHOOL FUNDS.				
Amount of school fund	7,248,535	7,300,804	$52,269	.....

*About. †Several counties did not report; total about $2,000,000.

(Reports of Hon. R. D. Shannon, State superintendent, for 1874–'75 and 1875–'76, with returns from the same to Bureau of Education.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Laws of Missouri, 1820 and 1822; Revised Statutes, 1835, pp. 563–570; Laws of 1838–'39, pp. 112–148; Revised Statutes of 1855, pp. 1413–1460; Laws of 1858–'59, pp. 69, 70; of 1864–'65, p. 127; General Statutes, 1865, pp. 249–277; Laws of 1870, pp. 127–159; Constitution and School Law of 1875.

FIRST STEPS.

Admitted into the Union in 1821, Missouri received from the General Government the then customary gift of the sixteenth section in every township, for the support of schools within the same, and 72 sections, or two entire townships, "for the use of a seminary of learning," generally understood to be a university for the State. Under acts of December 6, 1820, and December 17, 1822, commissioners for the care and lease of the school lands were appointed by the county courts, the commissioners under the first act numbering 5 for every county, under the second, 2 for every township. These latter were empowered to build a school-house for their several townships whenever the funds derived from rent or lease of the school lands should justify such action.

Except in St. Louis, where, under the voluntary action of the inhabitants, with the sanction of a territorial law, a board of trustees for schools had been appointed January 30, 1817, these seem to have been the only steps toward a school system till the year 1824. In that year an act was passed to constitute each township a school district, with a board of 5 trustees, who were to build or procure school-houses, to appoint teachers and visitors of schools,* to make rules for the government of such as should be established, and, on the demand of two-thirds of the voters in the township, to levy a tax for keeping the schools open as long as might be wished by a majority of those who sent their children to them.

ADVANCEMENT.

Beyond the laws above referred to no important action seems to have been taken till March 19, 1835, when there was a revision of the statutes relating to schools, with a view to "a system of common primary school education as nearly uniform as possible throughout the State." The main changes made in this revision were, (1) the substitution of a board of 3 trustees for townships, in place of the board of 5 provided for in 1824; (2) the delegation to these 3 of some powers of supervision previously directed to be exercised by the visitors, who, however, were still to be appointed by them; (3) the provision for an annual election of them by the people to whom they were responsible; (4) the requisition of biennial reports from them to the county courts as to the condition of the schools, with a like biennial report from the courts to the secretary of state; and (5) the constitution of a State board of education, to be composed of the governor, the State auditor, the State treasurer, and the attorney general, styled "commissioners for literary purposes."

These were decided advances toward a system, with links of connection between all its parts; the main lack being that there was no vitalizing agency intermediate between the State board fixed in its own centre and the township boards distributed throughout the State. This want, at the suggestion of the friends of education, the legislature undertook to supply by the appointment, in 1839, (under a revised school law of February 9, in that year,) of a State superintendent of common schools, to hold office for two years, with commissioners and inspectors for townships. The times, however, were not yet quite ripe enough for progress such as this, nor was the popular feeling in favor of free schools sufficiently strong; for, as the census of 1840 shows, there were in all the State only 642 primary schools at this time (including those of the city of St. Louis) and 47 academies and grammar schools; and of the 18,714 scholars in the whole only 526 are set down as at public charge. The inference is almost inevitable that the greater portion of the schools were private enterprises; and that what few public schools there were must have taken most of their scholars as pay pupils, with only a sprinkling of the poorer class as free through public funds. It does not, therefore, surprise one to find that, at the expiration of a two years' term, the services of a State superintendent of common schools were thought unnecessary, that the office as a separate one was abolished, and that the secretary of state was made again the receiver of the school reports.

Still, things went forward. Population flowed into the State. The newcomers often became renters of school lands. Increasing quantities of these became available as a source of revenue for schools, and increasing numbers of the people wanted schools to send their children to. Hence, in the census of 1850, we find 1,570 public schools reported, with 1,620 teachers and 51,754 pupils; the schools receiving $3,024 from local taxes and $74,807 from public funds, with $7,178 from endowments and $75,761 from other sources, supposed to be tuition fees. This improvement led to a new call for a State superintendency of public schools, at once to maintain the ground thus gained and to make advances greater and fuller still. And as by this time the advantages of such a superintendency had been amply demonstrated in the neighboring States of Iowa and Kentucky, the office was reëstablished in 1853, the term being made two years, and with a single interval (during the confusion of the civil war, 1861–'65) has been continued ever since, with only a change of title from superintendency of com-

*These visitors, 9 in number for each township district, were to visit the schools once in 3 months, to examine teachers, to issue certificates of qualification to such as were approved, and to exercise a general supervisory power over the discipline and course of instruction in the schools.

mon schools to superintendency of public instruction. Of its efficacy as a quickener of educational activity, we have the evidence of the census of 1860, which tells of 4,120 public schools, with 4,769 teachers, 175,855 scholars, and an income of $802,856, of which $116,318 were from taxation and $447,146 from public funds; the schools nearly three times as many as ten years before; the funds from the people and the State toward the support of them more than seven times as great. "*Toward* the support of them" is said, for they were not yet free schools in the full sense, a considerable portion of the annual income being still from "other sources" than endowments, taxes, and public funds.

A REVISED SYSTEM.

The change of circumstances resulting from emancipation of the slaves during the war and from the raising of these to the rank of citizens, required the formation of a new constitution for the State in 1865. This constitution recognized the right of all the children of school age to free instruction in the public schools; and while allowing separate schools for children of African descent, required that "funds provided for the support of public schools" should be "appropriated in proportion to the number of children, without regard to color." It called for the formation, from the United States land grants and other sources, of a public school fund, to be securely invested and sacredly preserved; the annual income of which fund, with so much of the ordinary revenue of the State as should be necessary, was to be faithfully appropriated for the establishment and maintenance of the free schools and university provided for. No township or school district, however, was to receive any portion of the public school fund, unless it should have maintained a school for at least three months in the preceding year. And in case the fund should prove insufficient to sustain a free school four months in every year, the general assembly was authorized to provide by law for remedying such deficiency by the levying of local taxes for school purposes.

The personnel of the State board of education was also changed by this constitution, the governor, State auditor, and State treasurer being dropped from it, and the members of it made to consist of the secretary of state and attorney general, with the State superintendent, whose term was lengthened to 4 years, and who was to be ex officio president.

In accordance with this constitution a new school law was prepared and included in the general statutes of 1866, providing for the organization and support of the university, and for the reorganization, support, and maintenance of common schools. By this law every congressional township was to constitute a school district, with subdistricts, governed by a board of school directors composed of three persons, elected for terms of 3 years, one to be changed each year, a township board being composed of the clerks of these subdistrict boards. The former were to control the local school affairs of their subdistricts; the latter to have general custody of the school property, with control of the central and high schools of their township. Separate schools for colored children were to be provided where the number of such in a district should exceed 20. Where it was less than 20 the amount of school money to which any smaller number was entitled might be used as should best secure the education of them, the terms and advantages of schools for all this class of children to be equal in all respects to those of the same grade for any other class. Besides the State superintendent, who was allowed an assistant at $2,000 salary, county superintendents were to be elected under this law, in place of former county commissioners, to hold office for two years, and to have, under the direction of the State superintendent, the immediate supervision of all matters pertaining to public education in their counties, such as the instruction of subordinate school officers as to their duties, the supplying of them with the needful forms, the examination and licensing of teachers, the visitation and examination of the schools, the holding of semi-annual teachers' institutes, and the assisting of the State superintendent in securing uniformity of text books. Returns from teachers to the township clerk, from him to the county clerk, and from the latter to the State superintendent, as the basis of an annual report from him, were also provided for.

Incorporated cities, towns, and villages were allowed to organize for school purposes, with special privileges, under boards of education composed of 6 directors elected for terms of 3 years each, one-third to be changed each year. The usual powers of city boards were given these, especially that of organizing and maintaining, besides primary schools for rudimental studies, schools of higher grade, as they might be called for; all schools, however, to be free to the children of all actual residents within the district.

FURTHER REVISION.

By act of March 1, 1870, the portion of the above law which related to incorporated cities, towns, and villages was, with other acts on the same subject, slightly modified. An act to aid in the establishment of two State normal schools was approved on the 19th of the same month, one school to be located south of the Missouri River, another north of it; while on the 14th of the month the Lincoln Institute at Jefferson City was constituted a State normal school for the training of colored teachers.

At the same date with the normal school law (March 19, 1870) an act to provide for the reorganization and support of public schools was passed without important change as to State, county, or local school officers, except that township boards had their discretionary power of establishing central or high schools restricted by the requirement that they first submit to a called meeting of the voters an estimate of the cost of such a school and get the sanction of the meeting. The number of school children necessary for a separate colored school was brought down from 20 to 15; and if the local officers should neglect to establish such schools, the State superintendent was authorized to establish them. A school day was declared to consist of 6 hours occupied in school; a school month, of 4 weeks of 5 such days each; while the school year was to be understood as commencing with the third Saturday of April in each year.

In 1875 a new constitution was adopted containing substantially the provisions of the former one, with some slight change, such as that the governor was again made a member of the board of education; that the having of separate schools for colored children was made imperative, and that instead of so much of the public revenue as should be sufficient, not less than 25 per cent. of it was directed to be set apart, exclusive of the interest of the school fund and sinking fund, for the support of public schools, while all appropriations to sectarian schools and institutions were forbidden.

In a new school law, made necessary by this constitution, the only important change of school officership, beyond that noted in the board of education, was the restoration of the old county school commissioners in place of county superintendents of schools. The duties to be performed were not materially changed, but unfortunately the office was stripped of its efficiency by a clause which left it to the people of the counties to determine whether they would have the exclusive and entire services of the commissioner; and as times were hard and funds were low, only one county in the State has seen fit to avail itself of these full services. The system is thus greatly crippled from want of efficient supervision of the schools and instruction of the teachers through county institutes. But this hindrance to progress the present active State superintendent is endeavoring to have removed.

SUPERINTENDENTS.

The State superintendents have been: Peter G. Glover, 1839–'41; John W. Henry, by special appointment, 1853–'54; E. C. Davis, 1854–'57; William B. Starke, 1857 to December, 1861, when commenced an interregnum of 4 years, during which the secretary of state did the office duty of State superintendent; James Robinson, by special appointment, 1865–'67; Ira Divoll, 1871, removed by death soon after entering on his office; John Monteith, appointed for the unexpired portion of Mr. Divoll's term, 1871–'75; R. D. Shannon, present incumbent, 1875–79.

ELEMENTARY INSTRUCTION.

POOR SCHOOLS.

Many districts are cursed with poor schools, conducted by so-called teachers who are so incompetent as to be unable to calculate the average daily attendance of pupils. The children come out of these schools with lazy habits, with characters fashioned in very indifferent moulds, satisfied with a superficial and shallow view of any and all truths presented to their attention through life, and with a smattering and imperfect knowledge of a few disjointed facts, which serve as a hindrance rather than an aid to further progress. It is true the law requires persons to possess certain qualifications before they shall be permitted to teach; but this provision, like the requirement that a man shall be competent to teach in the public schools before he can hold the office of county commissioner, is a mere statute, without any means of enforcement. These schools are governed by boards of directors who are ignorant of the law, and are unable to understand it without explanation. The district clerks, in such cases, are ignorant of their duties, and of course cannot perform them.—(Report of Superintendent Shannon, 1875–'76, p. 5.)

SHORT SCHOOL TERMS.

The legal school term, (four months in a year,) is too short. What the child learns in four months cannot be wholly retained through the succeeding eight months of vacation. Much is forgotten, and when school is reopened much of the same ground must be gone over again. In some districts, moreover, no schools have been maintained for a year or two at a time. The superintendent thinks that better schools might be maintained for a longer term, without increase of local taxation, if the school funds were properly managed; and it is recommended that a law be passed requiring each district to maintain a school for not less than six months every year.—(Report, 1875–'76, p. 7.)

LOSSES OF SCHOOL MONEY.

The superintendent says that there is abundant evidence of the mismanagement of school funds. Vast sums of money are annually drawn from the pockets of the people, ostensibly for public school purposes, from which the children derive no benefit. Hundreds of thousands of dollars are squandered and find their way into the pockets of individuals who have no right to them. In St. Louis County alone the schools have recently lost nearly $150,000. County officials fail to fully collect and properly apply the proceeds of fines, forfeitures, penalties, and sales of estrays, which the law directs to be placed in the permanent school fund. They violate law and disregard justice by putting school funds into county warrants and county and township bonds, and by appropriating them to almost all conceivable purposes not contemplated or permitted by the law. They are frequently very careless or negligent in lending school moneys in respect to obtaining ample security. The law is disregarded in not making school fund liens the first upon real property, and responsible personal security is not obtained. From these causes the aggregate annual loss to the permanent school fund must be immense, but there are no means of accurately computing the amount. There is scarcely a county in the State that sends reports from all its school districts, and in some instances there are as many as 20 delinquents.—(Report of State superintendent 1875–'76, p. 4.)

NEED FOR COUNTY SUPERVISION.

These and other evils affecting the efficiency of the school system, which the superintendent mentions, arise almost wholly, as he remarks, from the fact that there are no persons in the counties whose special province it is to do the work necessary to prevent such evils. Whoever undertakes to supervise and guard the various school interests of a county and to protect the people of it from injustice and imposition, must devote his best energies and ability to the work, and give to it his closest and most constant attention. To do this he must be compensated for his time and labor. The superintendent, then, asks that a law be passed at once providing for an agent in each county, who shall have in charge the welfare of the schools, and whose duty it shall be to examine teachers, visit every school district in the county, counsel and instruct the teachers, explain the school law to district clerks and directors, point out their duties under it, and require them to make the reports which the law requires. It should be his duty to examine the county records at stated intervals, to inform himself as to the proper disposition under the law of the township, county, and swamp land funds, and of fines, forfeitures, penalties, &c.; to examine into the nature and sufficiency of the securities held for school moneys loaned, and to institute legal proceedings when necessary, to protect the funds or make their management conform to law. He should be under the control of the State superintendent, have a fair salary, and be required to take oath and give ample bond for the faithful performance of his duty.—(State superintendent's report, pp. 6, 7.)

COLORED SCHOOLS.

The report as to colored schools is not as favorable as was that for the previous year. The State superintendent was compelled to enforce the law as to their establishment by calling in the aid of the grand juries many more times in 1876 than in 1875. In many cases the difficulties arose solely from the ignorance of district officers as to the requirements of the law, and in all such instances an explanation of the law proved sufficient. But in some instances there was an evident evasion of it and a violation of the constitution. The people of the State, as a rule, however, have, says the superintendent, performed their duty under the law promptly and fully.—(State superintendent's report, 1875–'76, p. 17.)

CITY SCHOOL SYSTEMS.

KANSAS CITY.

Officers.—A board of education of 3 members and a city superintendent of schools appointed by the board.

Statistics.—Number of persons in the city between the ages of 6 and 20 years: white, 6,289; colored, 837; total, 7,126. Enrolment of pupils, 4,267; average daily attendance, 2,550; per cent. of attendance on average number belonging, 92.09. Number of teachers, 60, of whom 11 are men and 49 women.

Remarks.—The schools are graded as primary, intermediate, grammar, and high, the course of instruction in the latter, however, having been recently abridged to two years. It is hoped that at no distant day it may be reëstablished with a complete course which will connect the common schools with the university.

The work of the year has been satisfactory. Decided improvement was made in teaching some of the branches, while the instruction in others was more thorough, systematic, and rational than ever before. Reading was better taught, and there appeared to be much greater interest taken in the subject than formerly.—(Report, 1875–'76, of J. M. Greenwood, superintendent public schools.)

ST. JOSEPH.

Organization.—Not stated in the report from which this is taken. By law cities, towns, and villages not under special laws, are, in educational matters, under a board of 6 directors chosen for terms of 3 years each, one-third being changed each year.

Statistics.—The number of school population, 6 to 20 years of age, was 6,415, of whom 5,775 were white, and 640 colored. Number of white children attending public schools, 3,113; colored, 397; total, 3,510. Average daily attendance, 2,145; number of days schools were taught, 200. Number of teachers, men, 11; women, 42; total, 53. Monthly salaries of teachers, men, $87.45; women, $57.58. Average daily cost of each pupil for tuition, .054. Number of children that may be seated in the school rooms, 3,000. Value of property owned by the district, $118,095. Expenditures for school purposes during the year, $63,945.32.—(Report of E. B. Neely, secretary of school board, in State report, 1875–'76, p. 69.)

ST. LOUIS.

Organization.—The schools are under the control of a board of president and directors of 26 members, 2 from each ward of the city, who are elected by qualified voters of the city for the term of 3 years, one-third going out each year. There is a city superintendent, who, with his two assistants, exercises a general supervision over the public schools of the city.

Statistics.—Estimated population of the city, 475,000. Number of children between 5 and 21 years, (legal school age,) 161,496. Total enrolment in day and evening schools, 43,663; of these, 1,503 were colored. Number of teachers in day and evening schools, 785. Number of schools: district, 44; evening, 24; colored, 5; normal, 1; high and branch high, 6; total, 80. The receipts for school purposes from all sources were $955,385.73. Of this sum $761,527.74 were from city school taxes and $96,743.60 from the State school fund. Total expenditures, $772,996.34, of which $553,241.52 were for salaries of teachers and superintendents. The cost of education per capita, including tuition and incidentals, based on the enrolment in all day schools, 38,300, was $15.30. This embraces children in all the schools, high, normal, district, and Kindergarten.

Remarks.— Owing to the fact that the city grows more rapidly in population than in the amount of wealth per capita, the expenses of the schools have increased faster than the sources of income. Provision has been required for the accommodation of an average of nearly 2,500 new pupils each year. To supply this need the plan has been adopted of making additions on lots adjoining large schools already established, saving half the expense required in building independent schools, as well as much of the current expense of running them after they are opened. By means of such economical measures it is expected that the schools will be kept up to their present standard. The increase of the number of pupils in the day schools during the year was 2,449, while there was a decrease in the attendance upon evening schools of 478. The ratio of children enrolled under 10 years of age continues to increase, but if allowance be made for the 1,041 children enrolled in Kindergärten it will be found that the average age of pupils in the other schools has slightly increased.

The "half time system" has been used more extensively the past year, and, in some cases, to the positive advantage of the pupils. This practice has been allowed only in the lowest grade, or first year of schooling. The efforts of teachers to secure punctual habits are gradually working a reform in the ways of the community. The number of cases of tardiness has reached the ratio of 52 to the 100 pupils enrolled during the year. There were 964 more pupils studying German in 1875–'76 than during the previous year. Of this increase 565 are German-Americans, and 399 Anglo-Americans.

Kindergärten.—The Kindergarten experiment has prospered the past year beyond all expectation. The number of schools has increased to 12. In these there were 12 paid teachers, styled "directors," and 38 unpaid teachers, who volunteered their services for the sake of learning the theory and art of Fröbel. Of the 1,041 children enrolled, 533 were boys, and 508 girls. The age prescribed by the board was the sixth year. After all applying at this age were enrolled, others were admitted who had not completed their fifth year, and some who were in their seventh. The president of the board of education is in favor of admitting children to these schools at least as early as the completion of the fourth year, that the training may be begun when the muscles are not yet hardened by use and the faculties have not yet received a permanent bias in other directions. He regards the training of the hand and eye given here as of the greatest importance in the development of skill, even beyond that obtained in the industrial drawing classes.

The Normal School now graduates more than enough to furnish teachers for the public schools. Much has been done to raise the standard of graduates by increasing the length of the time for the course, making it now two years and a half, and also by requiring higher qualifications in scholarship of those who enter, candidates for admission from the high schools being required to have completed, in a satisfactory manner, at

least one year's work of those schools. The enrolment during the year was 291, all girls; graduates, 82.

The High Schools report an unprecedented increase in numbers enrolled, reaching 437, 153 boys and 284 girls; and the graduation of a senior class of 100 pupils.—(Report for 1875–'76 of the board, and of the superintendent, Hon. William T. Harris.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

At the first session of the State Teachers' Association, held in St. Louis in 1856, the friends of education began to make organized efforts to secure State normal schools. The St. Louis Normal School for the education of teachers for the city schools was established in 1857, and has ever since been in successful operation. The North Missouri school, at Kirksville, was established in 1867, and was for more than 3 years conducted as a private enterprise. In 1872 it was accepted as one of the State normal schools, for which the legislature made provision in 1870. The other one was located at Warrensburg, and another has since been established in the southeastern portion of the State. All these schools are reported to be in a prosperous condition, the number of students steadily increasing from year to year. That of the first district, at Kirksville, had an attendance in its normal department of 627, of whom 208 were men and 419 women. In the second district normal school, at Warrensburg, there was an attendance of 414, 241 men and 173 women. In that of the third district there were 281 students, 153 men and 128 women. Number of graduates, 110.—(Report of State superintendent, 1875–'76, pp. 74–87.)

Lincoln Institute, at Jefferson City, is doing a good work in the training of colored teachers. The advancement of its students is rapid, and calls are frequently made on it to supply teachers to counties in different sections of the State. The number of students was 118, less by 8 than the preceding year. This decrease was the result of the demand for colored teachers, which has drawn away from the institute many of its more advanced students. There were, however, 11 graduates from the two years' course, against 9 the preceding year, and 2 who completed a full 4 years' course. Instrumental music and needlework are taught as extras.—(State report, 1875–'76, pp. 88, 89.)

NORMAL DEPARTMENTS.

The normal department of the State University has, since its opening in 1868, graduated 8 classes, numbering, in the aggregate, 56 pupils. The curriculum embraces a full academic or collegiate course, which prepares teachers for the position of tutors in colleges or principals of academies or high schools, and also a 2 years' course intended as a preparation for teaching in the common schools. Normal departments also exist in Central College, La Grange College, and Thayer College.

EDUCATIONAL JOURNALS.

The Western, a well conducted monthly magazine, published at St. Louis, has given in its later pages in each number considerable local school information, while the American Journal of Education, published in the same city, has in its monthly issues aimed to give also information on school matters respecting all the Southwestern States. Both have been useful.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent makes no report as to the public high schools for 1875–'76. The high school in Kansas City had an attendance of 249 pupils, under 6 teachers. The high school at St. Louis reports an enrolment of 437, and the branch high schools of 897, making 1,583 pupils in the State known to be studying the high school branches. The junior or lowest class in St. Louis is divided among the several branch high schools, while the second, third, and senior classes find accommodation in the central high school building.

PRIVATE SECONDARY SCHOOLS.

In 3 schools for boys, 4 for girls, and 8 for both sexes, outside of the public school system, there have been reported to this Bureau 1,342 pupils, under 89 teachers. Of these, 107 were in classical studies, 263 in modern languages, 57 preparing for a classical course in college, and 20 for a scientific course. Drawing is taught in 7 of these schools, vocal music in 7, and instrumental music in 8. Chemical laboratories are reported by 5, philosophical apparatus by 5, and libraries of 100 to 2,000 volumes by 9.

PREPARATORY SCHOOLS AND DEPARTMENTS.

There is an attendance of 1,239 students reported by 15 preparatory departments of colleges, taught by 30 instructors. Of the students, 431 were preparing for classical courses in college, and 189 for scientific.

BUSINESS COLLEGES.

Six business colleges report an attendance of 1,363 students, under 39 teachers. Ten of the students were studying telegraphy, 88 German, and 14 French. In 5 of these schools the common English branches and correspondence are taught; in 5, penmanship; in 4, book-keeping; in 3, the higher mathematics, surveying, banking, political economy, and phonography; in 1, life insurance; in 4, common law; and in 2, telegraphy. Three report libraries with from 210 to 350 volumes, aggregating 860.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY, COLUMBIA.

The departments at present embraced are (1) the college proper; (2) the normal; (3) the agricultural and mechanical; (4) the school of mines and metallurgy at Rolla; (5) the college of law; (6) the medical college; and (7) the department of analytical and applied chemistry. The collegiate department proper is said to be now organized with as full and complete a course in the classical and modern languages, in mathematics, in literature, and in the natural sciences as is known in American colleges. The studies are adjusted in four courses, viz, those of arts, science, letters, and philosophy. Young women are admitted to all departments of the university upon the same terms as are young men. The Hudson mansion, a large and elegant building, has been fitted up as a special college home for the young women. A matron has been employed as superintendent and manager, and the price of board put at actual cost. Graduates of all colleges in the State authorized to confer degrees and of the State normal schools are admitted to the post graduate course of the university free of charge for tuition.

OTHER COLLEGES.

Central College, Fayette, (M. E. Church South,) embraces preparatory and collegiate departments, 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.—(Catalogue, 1874–'75.)

Central Wesleyan College, Warrenton, provides a course of study embracing preparatory, classical, scientific, theological, normal, and commercial departments. While both American and German students receive thorough instruction in all the different branches in the English language, all have here an opportunity to become masters of German.—(Circular of college, 1876–'77.)

Drury College, Springfield, (Congregational,) is for both sexes, and embraces preparatory, collegiate, normal, music, art, and ladies' departments. The recent completion of the Walter Fairbanks Hall enables the trustees to place at the disposal of young women an elegant and commodious building. The collegiate department includes classical, scientific, Latin scientific, and Greek scientific courses. Superior advantages are afforded for the study of music in the conservatory of this college, the methods being similar to those pursued in the best conservatories of this country and Europe. There is a normal class for those who intend to become teachers of music.—(Catalogue, 1875–'76.)

La Grange College, La Grange, is open to both sexes, and provides preparatory, scientific, normal, and music departments, and a department of modern languages.—(Catalogue, 1874–'75.)

Lewis College, Glasgow, (Methodist Episcopal,) has preparatory, collegiate, theological, and music departments. A non-resident course, leading to the degree of Ph. B., has been established for the benefit of those whose duties will not permit them to reside at the college. The collegiate department embraces classical and scientific courses, the latter covering only 3 years. Both sexes are admitted.—(Catalogue, 1876–'77.)

Pritchett Institute, Glasgow, (non-sectarian,) is for both sexes, and offers preparatory, collegiate, and post graduate courses; the subjects of study being the Bible, the Latin, Greek, and modern languages, philosophy, history, chemistry, and physics, natural history and geology, English language and literature, mathematics, astronomy, and art.—(Catalogue, 1876–'77.)

Thayer College, Kidder, (Congregational,) is for both sexes, and provides preparatory, collegiate, and normal departments, and a ladies' course for such young women as do not wish to pursue the full college curriculum.—(Catalogue, 1874–'75.)

St. Vincent's College, Cape Girardeau, (Roman Catholic,) is conducted by the priests of the congregation of the mission, and was chartered with university privileges in 1843. The collegiate department covers a period of 5 years, and embraces a complete course of English and classical literature, mathematics and physics, Latin, Greek, and modern languages. There is a theological department, comprising a course of study similar to the studies usually pursued in the ecclesiastical seminaries of this church.—(Catalogue, 1875–'76.)

St. Louis University, St. Louis, (Roman Catholic,) has preparatory, classical, and commercial courses of study; the classical is completed in 6 years, the commercial in 4. The study of French and German is optional in either course.—(Catalogue, 1875–'76.)

Washington University, St. Louis, (non-sectarian,) comprises 5 departments: the academy, Mary Institute, the college, the polytechnic school, and the law school. It is

intended to embrace the whole range of university studies, except theology, and to afford opportunity of complete preparation for every sphere of practical and scientific life. The academy is a preparatory school; Mary Institute is a seminary for young women. In the collegiate department the studies of the freshman year are required; those of the remaining three years are elective. The effort is to make good scholars rather than many graduates.—(Catalogue, 1876–'77.)

William Jewell College, Liberty, (Baptist,) is organized in eight schools, over each of which presides a professor, who fixes the mode of instruction, the standard of graduation, and the method of determining it. Each student is required to select so many of these schools as shall occupy three recitations daily. These schools are (1) Latin, (2) Greek, (3) mathematics, (4) natural science, (5) modern languages, (6) English and history, (7) moral philosophy, and (8) theology. To obtain the degree of bachelor of arts, the student must be graduated from the schools of English and history, Latin, moral philosophy, German, (or French,) and must have passed a successful examination in natural science, the intermediate classes of Greek and mathematics, and have graduated in Greek and mathematics.—(College catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Ten institutions for the superior instruction of women report an attendance of 922 pupils, under 80 professors and teachers. Of these students there were 240 engaged in preparatory studies, 390 in regular collegiate classes, 10 in partial, and 16 in post graduate courses. All but three of these colleges are authorized to confer collegiate degrees, and their courses of study cover from 4 to 8 years. Four report libraries ranging from 300 to 2,000 volumes, and aggregating 3,000. Vocal music is taught in all these schools, and instrumental in all but 1; French, German, and drawing in 8; Italian in 2, and painting in 7. Four report the possession of chemical and philosophical apparatus; 2, natural history museums; 1, an art gallery; and 3, gymnasiums.

INTERCOLLEGIATE CONTEST.

The Missouri intercollegiate contest took place at Liberty, December 23, 1876. The prize oration was delivered by W. D. Christian, of Westminster College, Fulton.—(Ohio Educational Monthly, March, 1877, p. 102.)

Statistics of universities and colleges, 1876.

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	5	....	20	45	$12,000	.....	.....	$2,000	.....	.....	150
Central College	7	....	48	140	40,000	$60,000	$5,000	3,500	.....	.....	*a*1,100
Central Wesleyan College	6	2	99	*b*66	50,000	20,000	.....	3,000	.....	$0	1,600
Christian University*	11	1	30	88	100,000	5,000	500	4,000	$0	0	300
College of the Christian Brothers.	30	0	85	35	150,000	0	0	26,700	0	0	20,000
Drury College	13	0	154	50	78,000	10,000	900	5,000	0	4,000	*a*3,400
Hannibal College *c*	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Grange College	7	....	150	.....	30,000	.....	.....	.....	.....	.....	1,500
Lewis College	5	....	60	.....	50,000	.....	.....	1,500	.....	.....	3,500
Lincoln College	6	....	21	37	2,000	0	0	800	0	0	350
Pritchett School Institute	11	3	80	.....	50,000	70,000	5,600	3,000	.....	.....	.....
St. Joseph College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Louis University	14	0	145	54	.....	.....	.....	.....	0	0	*a*22,000
St. Vincent's College	16	....	125	.....	.....	.....	.....	.....	.....	.....	*a*5,200
Thayer College*	6	0	59	12	50,000	0	0	500	0	0	*a*500
University of Missouri	31	....	153	117	375,000	.....	*d*63,467	7,055	.....	30,000	*a*13,000
Washington University	21	....	.....	*e*69	200,000	350,000	28,000	50,000	0	45,000	2,100
Westminster College*	6	....	.....	100	30,000	86,000	5,500	2,000	0	.....	5,000
William Jewell College	8	....	50	110	75,000	100,000	5,000	3,000	.....	.....	3,500
Woodland College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1875.

a Includes society libraries.

b Also 18 graduate students.

c Buildings sold under deed of trust, and college to be transferred to another location.

d Total income from all sources.

e Also 5 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural and Mechanical College, a department of the State University, receives three-fourths of the income of the congressional land grant for its support. It is located at Columbia, Boone County, on a farm of 140 acres, given by the county. Since the opening of the college in 1871, the attendance has been steadily increasing, and the wide spread prejudice against a collegiate education for farmers is rapidly disappearing before the manifestly beneficial results already developed.

The regular course of instruction embraces the subjects usually studied in such schools, and covers 4 years. There is a resident graduate course, and one in horticulture, for young women.—(Report of university, 1875–'76.)

The School of Mines and Metallurgy, Rolla, receives the remaining fourth of the income from the fund derived from the congressional grant. Analytical chemistry, mineralogy, geology, metallurgy, mathematics, (pure and applied,) drawing, (artistic and mechanical,) civil and mining engineering, and military tactics, form the main branches of study at this institution. The apparatus is of the most approved kind; the laboratory in good working order; and the library, consisting mainly of technical works, contains a large number of rare volumes.—(University report, 1875–'76.)

LAW.

The Law College of Missouri University, opened in 1872, provides a course of instruction covering 2 years, and embracing the various branches of the common law and of equity, commercial, international, and American and English constitutional law, and criminal and federal jurisprudence. The mode of instruction is by daily examinations in text books, daily lectures upon special titles, and moot courts. A well selected law library, as well as the general library of the university, is open to the students.—(University catalogue, 1875–'76.)

The Law School of Washington University is designed to prepare young men for the practice of the profession to a degree far above the ordinary standard of admission to the bar. The course of study embraces instruction in international, constitutional, and admiralty law, the jurisdiction and practice of United States courts, real property law, equity jurisprudence, evidence, pleading and practice, 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, and by moot courts held weekly. The law library numbers upward of 3,000 volumes. The full course includes two annual terms, each of six months.—(University catalogue, 1876–'77.)

MEDICINE.

The medical college of the State university, organized in 1873, claims to provide a course of instruction as full and complete as that of any school in the country. The students are examined each day upon the lectures and recitations of the previous day, and great care is taken to avoid cramming. In order to be graduated students must have a standing of 85 per cent. in anatomy and physiology, of 60 per cent. in botany, chemistry, toxicology, and pharmacy, and 75 per cent. in all other studies.—(University catalogue, 1875–'76.)

St. Louis Medical College, St. Louis, has a regular course of instruction of 2 years, but students are advised to spend an additional year in preparation, and to those who are willing to follow it a graded course of 3 years is offered without additional charge for the third year.—(Announcement, 1876–'77.)

Missouri Medical College and Hospital, St. Louis, embraces in its 2 years' course of lectures all the branches usually pursued in such schools.—(Announcement for 1876.)

The Homœopathic Medical College, St. Louis, prescribes a 2 years' course of study, and also provides a 3 years' graded course, which students are recommended to take. This is divided into junior, scientific, and senior classes.—(Catalogue, 1876–'77.)

The Missouri School of Midwifery and Diseases of Women and Children, St. Louis, has been established more especially for the purpose of training women to be skilful attendants upon their own sex.—(Announcement, 1875.)

The Missouri Dental College, St. Louis, recognizing the fact that two years are too short a period in which to gain a thorough scientific knowledge of the science of dentistry in its present advanced position, has established a 3 years' progressive course of instruction, which students are encouraged to pursue, instead of the 2 years' course required for graduation.—(Catalogue, 1876–'77.)

THEOLOGY.

The Jeremiah Vardeman School of Theology, at William Jewell College, provides a regular course of 2 years for those who are prepared to proceed with the study of the Scriptures in Greek and Hebrew. For others a course is so arranged as to be pursued in connection with literary studies.

The German Lutheran Theological School, at St. Louis, Missouri, has a theoretical course of 3 years followed by a practical one of 2, embracing all the branches usually taught in schools of theology.—(Catalogue, 1875–'76.)

St. Vincent's College, (Roman Catholic,) has a theological department comprising precisely the same course of study as is usually pursued in ecclesiastical seminaries.—(Catalogue, 1875–'76.)

The theological course at Lewis College has been established in response to a demand in the Methodist Church for a shorter course in theology. Young men preparing for the ministry can here pursue many of the studies required by the discipline of the Methodist Church under the guidance of competent instructors.—(Catalogue, 1876–'77.)

Statistics of schools for scientific and professional instruction, 1876.

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*	10	....	.....	4	.....	.....	.....	.....	.....
Missouri School of Mines and Metallurgy, (University of Missouri.)	6	....	72	8	$13,000	(*b*)	$1,500	*c*$1,000	1,491
Polytechnic School of Washington University.	17	....	51	4	95,000	.....	.....	3,000	.....
SCHOOLS OF THEOLOGY.									
Concordia College	4	....	85	3	40,000	.....	.....	.....	3,750
Jeremiah Vardeman School of Theology, (William Jewell College.)	3	....	50	2	.....	$40,000	2,500	.....	3,650
St. Vincent's College and Theological Seminary.	12	0	120	5	.....	.....	.....	.....	5,000
Theological school of Westminster College	....	....	.....	....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
Law department, (University of Missouri)	5	....	31	2	.....	.....	.....	720	1,750
Law School of Washington University	9	....	67	2	.....	.....	.....	4,400	3,000
SCHOOLS OF MEDICINE.									
Kansas City College of Physicians and Surgeons.	8	....	22	2	*d*1,200	1,000	100	2,120	100
Medical College, (University of the State of Missouri.)	7	....	29	....	.....	.....	.....	.....	.....
Missouri Medical College	11	....	192	3	50,000	.....	.....	14,000	.....
St. Louis Medical College	17	....	131	2	50,000	.....	.....	9,686	1,102
Homœopathic Medical College of Missouri	12	....	27	3	5,000	.....	.....	2,750	.....
Missouri School of Midwifery and Diseases of Women and Children.	4	....	15	1	2,000	.....	.....	1,500	.....
St. Louis Homœopathic Medical College *e*	7	....	0	2	0	0	0	.....	0
Missouri Dental College	12	....	14	2	300	.....	.....	2,000	200
St. Louis College of Pharmacy	3	....	78	2	0	0	0	1,800	.....

a Reported with classical department.
b One-third income from land grant of 330,000 acres.
c Also $10,000 from State appropriation.
d Apparatus.
e No session at present; to reopen in October, 1877.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Missouri Institution for the Education of the Deaf and Dumb, at Jefferson City, reports for 1875–'76 an attendance of 224 pupils. The number is increasing rapidly from year to year. While in 1873–'74 the increase was 9 per cent., it rose in 1875 to 10, and in 1876 to 19. As the dormitory capacity of the institution is now almost fully occupied, it will, at the present rate of increase, be overcrowded in 1877 unless additions to the buildings be erected. The institution has now in successful operation a

shoeshop and cabinet maker's shop, both of which have skilled workmen at their head. During a part of each day 18 pupils are engaged in making boots and shoes, 12 in the manufacture of furniture, and 9 in learning the art of printing, being allowed to spend a part of each day for this purpose at the printing office of one of the city papers. Great interest is manifested by all in their employments, and they give promise of acquiring such skill as will afford them a certain support.

As regards the effort to teach articulation, it is stated that after a full and fair trial, extending over two years, the conclusion has been reached that in the great majority of congenital cases it cannot be successfully taught, while in many cases of semi deafness it has proved very successful.—(Report for 1875 and 1876.)

EDUCATION OF THE BLIND.

The Missouri Institution for the Education of the Blind, St. Louis, teaches in its literary department, besides the common English branches, natural philosophy and civil government. Reading is taught in the French or vertical point system, as well as the combined print and the Howe lower-case letter. The boys spend one or more hours each day in the workshop, where they learn broom making. In the girls' industrial department hand and machine sewing, knitting, tatting, and fancy beadwork are taught. A number of the girls make all their own clothing in a most creditable manner. In the music department the use of 9 different instruments is taught, and there are also classes in music printing and musical composition. The progress of the pupils in this department is very good.—(Report, 1874.)

EDUCATIONAL CONVENTIONS.

During the last week of December, three important conventions met at Mexico, Mo., resulting in a great impetus to popular education in Missouri.

STATE TEACHERS' ASSOCIATION.

The fourteenth annual meeting is said to have been characterized by ability, enthusiasm, and practical work. The attendance was large and the interest intense. The addresses and papers were unusually able and pointed. Governor Hardin spoke in eloquent terms of the determination of the State to furnish all the best possible facilities for education. Professor Tice discussed the weather, and Hon. W. S. Switzler expounded the educational bearings of the new constitution. Some of the more important measures of the convention are its pledges to coöperate with and sustain the State superintendent and to encourage public libraries. Resolutions were also passed recognizing the necessity of county supervision, and authorizing the State superintendent to hold normal institutes during July and August in each congressional district.—(American Journal of Education, February, 1876, page 10.)

CONVENTION OF COUNTY COMMISSIONERS.

This convention, it is hoped, is the beginning of a complete revolution in the educational work of the State. A few of the measures agreed upon as necessary are the gradual perfection of the present school law and opposition to frequent changes; the increase of the duties and compensation of county commissioners; the reëstablishment of county and normal institutes; a strictly public quarterly examination of teachers, and an annual meeting of the commissioners as a section of the State association.—(American Journal of Education, February, 1876, page 10.)

NORMAL CONVENTION.

The faculties of the several normal schools, with the State superintendent as chairman, met in convention and adopted a uniform plan of work to be submitted to the respective boards of regents. The features embraced in it are a uniform course of study, the same standard for admission and graduation, and the diploma for the advanced course to include a State certificate.—(American Journal of Education, February, 1876, page 10.)

LIST OF SCHOOL OFFICIALS IN MISSOURI.

Hon. R. D. SHANNON, *State superintendent of public schools, Jefferson City.*

STATE BOARD OF EDUCATION.

Members.	Post-office.
Hon. R. D. Shannon, State superintendent of public schools, ex officio chairman	Jefferson City.
Hon. John S. Phelps, governor	Jefferson City.
Hon. M. K. McGrath, secretary of state	Jefferson City
Hon. J. L. Smith, attorney-general	Jefferson City.

NEBRASKA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth between 5 and 21 years	80,122	86,191	6,069	.....
Boys between 5 and 21 years	41,980	44,908	2,928	.....
Girls between 5 and 21 years	38,142	41,263	3,121	.....
Not specified as to sex	.....	20	.....	.....
Youth between 7 and 16 years	49,196	48,978	.....	218
Enrolment in public schools	55,423	59,966	4,543	.....
SCHOOLS.				
Public school-houses	1,805	1,975	170	.....
Rooms for study	1,905	2,075	170	.....
Duration in days, (about)	96	95.8	.....	.2
Estimated value of school property	$1,848,239	$1,069,694	.....	$778,545
TEACHERS.				
Men engaged in teaching	1,504	1,468	.....	36
Women engaged in teaching	1,587	1,893	306	.....
Average monthly salary of men	$38 60	$37 14	.....	$1 46
Average monthly salary of women	33 10	32 84	.....	26
RECEIPTS AND EXPENDITURE.				
Income.				
State tax	$164,389	$89,574	.....	$74,815
Local tax	Not given	485,193	.....	.....
Interest on permanent fund	95,230	123,829	$28,599	.....
Other sources	32,856	166,678	133,822	.....
Total	292,475	865,274	.....	.....
Expenditures.				
Sites, buildings, and furniture	$316,596	$247,514	.....	$69,082
Libraries and apparatus	10,810	Not given	.....	.....
Salaries of superintendents	18,916	22,638	$3,722	.....
Salaries of teachers	414,827	426,922	12,095	.....
Miscellaneous	167,039	222,272	55,233	.....
Total	928,188	919,346	.....	.....
PER CAPITA EXPENDITURE.				
On school population	$7 76	.....	.....	.....
On enrolment	11 42	$15 95	$4 53	.....
SCHOOL FUND.				
Amount of available fund	*121,229	†1,318,044	$1,196,815	.....
Permanent fund, (about)	15,000,000	15,000,000	.....	.....

* Except tax.

† This is exclusive of unsold school lands, which are included in the $15,000,000 following.

(Special report to United States Bureau of Education for 1874–'75 and 1875–'76, by Hon. J. M. McKenzie, then State superintendent of public instruction.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

A sketch kindly prepared for this report by Hon. J. M. McKenzie, late State superintendent of instruction, has only needed slight additions from the more recent State reports.

EARLY EFFORTS AND DIFFICULTIES.

Nebraska began its separate existence as a Territory under the Kansas-Nebraska act of 1854. The first census taken in the fall of that year showed a population of 4,494 "squatters," as no title to the land could yet be acquired. The first territorial legislature convened at Omaha January 15, 1855. During this session, March 16, 1855, a school law was enacted, the main features of which were separate districts, district school tax and rate bill, a county school tax of three mills, and a territorial and county superintendency. The territorial librarian was superintendent of public instruction ex officio. James S. Izard was the first, H. C. Anderson the next, and John H. Kellom the third.

At the first session of the legislature three educational institutions were incorporated: Simpson University, at Omaha City; Nebraska University, at Fontenelle; and Nebraska City Collegiate and Preparatory Institute. Only one of these, however, even attempted a real existence, Nebraska University. It lingered until 1872, when it was merged in Doane College, at Crete.

The honor of teaching the first school on Nebraska soil is somewhat disputed. Undoubtedly several claimants may aspire to the honor. Probably as strong a title as any may rest in Major J. D. White, who taught a subscription school in a loghouse in Nebraska City during the fall and winter of 1854.

Nothing was done in the interest of public schools to any extent for the two or three years succeeding the organization of the Territory. Claims, town sites, and corner lots occupied the attention of the people; speculation ran high, but school matters were below par.

Hon. J. H. Kellom, in a report to the legislature, December 12, 1857, says: "Judging from the meagre materials handed over to me by my predecessor, (H. C. Anderson,) and from the reports of the few county superintendents, I am painfully convinced that the interests of education and the value of good common schools have not secured that attention which their importance demands. Reports from four counties have been received. Nemaha has 9 districts, $400 school money, and 355 scholars. In Otoe a tax of 3 mills on a dollar has been assessed, and 3 districts with $78 school money reported. Richardson County has 2 schools in operation, and no fund. Douglas reports 3 school districts and 4 schools now in operation."

This is the first report on record made to the legislature, and shows poorly for a Territory containing from fifteen to twenty thousand inhabitants.

At the session of the legislature held September, 1858, a new school law was enacted, which was substantially the Ohio law, modified to suit (as it was thought) the condition of the Territory. The separate district plan was abolished and a township plan adopted. County superintendency was abolished and a territorial school commissioner provided for. The duties of county superintendent were assigned to a committee of three. This was a very cumbersome law, and education made but little progress while it remained in force. Under it Hon. William E. Harvey was chosen school commissioner, and he, during the first year of his administration, made a great effort to organize schools.

In his first report to the legislature, January 4, 1860, he says: "Much difficulty has been experienced in the organization of our common school system from the indefiniteness of the word 'township' in the law; and as there are no civil or municipal townships in the Territory, and no law for their organization, but little could be done outside of the incorporated cities and towns. Consequently a full enumeration of scholars has not been taken in the rural districts."

The taxes due the territorial school fund from the several counties that were not paid over at this time amounted to $15,216.60.

The summary of the several county reports on education was as follows: Number of counties reported, 17; number of districts, 46; number of scholars, males 2,399, females 2,368, total 4,767; number attending school, 1,310, or nearly 28 per cent.; number of teachers, males 20, females 22, total 42; number of school-houses, 15; number of schools, 29; value of school-houses, $1,900. During the year 1860 selections of indemnity school lands, amounting to 8,553 acres, were made.

At the next session of the legislature Mr. Harvey made a very full report of the work of his department for the year ending January 1, 1861. The legislature ordered 3,000 copies of this report, embodying the school law, to be printed and distributed to the several school districts.

This was the only report on education published while Nebraska was a Territory; the next published report being that of Hon. S. D. Beals in 1870.

The report of 1861 showed a great increase in all respects on the preceding year, as shown by the following summary:

Number of organized counties, 19; of school subdistricts, 139; of children of school age, (males 3,763, females 3,278,) 7,041; of public schools, 108; of select schools, 23; of pupils attending primary schools, (males 1,377, females 1,177,) 2,554; of pupils in high schools, 376; per cent. of attendance, 41; number of teachers in public schools, (males 38, females 76,) 104; total paid for teachers' wages, $4,772; value of school-houses, $9,188.22; number of school-houses, 34; amount of territorial school tax, $6,352.33.

At the legislative session of 1861 the office of school commissioner was abolished, and the duties devolved upon the territorial auditor, which position Mr. Harvey filled till January, 1866. But, as his auditorial duties necessarily confined him largely to his office, and hindered attention to educational affairs, no great interest was taken in school matters from 1861 to 1866, and the educational advantages possessed during these days were exceedingly limited. Select schools had the ascendency, and several such schools found a liberal patronage in Omaha, Nebraska City, and elsewhere.

In the fall of 1862 the citizens of Pawnee City established a school of seminary grade, called the Nemaha Valley Seminary and Normal Institute. This school was successful far beyond the expectations of any of its friends. Students came from a great distance, and the school continued until the State normal school offered the principal teachers a better opportunity and a wider field of labor.

During the winter of 1866 the citizens of Peru, a small town on the Missouri River, sixteen miles below Nebraska City, commenced the enterprise which eventually gave them the State normal school. They raised by subscription about $8,000, and erected a school building 80 feet long by 40 feet wide, and three stories high. In the fall of 1867 this building, with 60 acres of land, was deeded to the State, to be used as a State normal school.

In the summer of 1866 the people of Brownville and also those of Nebraska City commenced the erection each of a large high school building. The building at Brownville cost the city about $16,000, that at Nebraska City about $30,000. These were the first school buildings of any considerable size or value in the State. At this time Omaha had no adequate provision for the education of her children. Although a wealthy and rapidly growing city, the school-houses were all small frame buildings, poorly furnished, and greatly crowded. The school buildings generally throughout the Territory were miserable hovels and their furniture was of the plainest kind.

A NEW DEPARTURE.

In the fall of 1866 a company of those interested in the cause of education met at the high school building in Nebraska City to discuss the important features of a law to be presented to the next legislature. After considering many points, it was agreed to call a State educational convention, to meet at Omaha about the time the legislature convened.

This convention met pursuant to call January 7, 1867, and, after several days spent in discussion, adopted resolutions asking the restoration of the school commissioner and county superintendents, the establishment of a State normal school and a State university, and recommending a number of wise provisions that have since been adopted.

At the session of the first State legislature, held in June, 1867, the State normal school was established, and a grant of 12,800 acres of saline lands was made for its future support. The school was commenced October 24 of the same year. J. M. McKenzie was principal until January, 1871, when he assumed the duties of State superintendent of public instruction.

During this first session of the legislature a school law was passed embodying the main features of the present law, but by some oversight it did not go into force until the spring of 1869. The law provided for a State superintendent of public instruction, with power to recommend a list of text books for the use of public schools, to direct in the examination of teachers, to apportion the State school fund to the several counties, &c. It also provided for county superintendents, and returned to the independent district plan; it provided that the State school fund should be apportioned by the State superintendent to the several counties pro rata, according to the number of school children last returned, and that it should be apportioned by the county superintendents to the several school districts in two parts, one-fourth to be divided among the several school districts maintaining schools at least three months during the year; the remaining three-fourths pro rata according to the number of children between the ages of 5 and 21 years in each district. It provided that no school lands should be sold for less than $7 an acre, and that the proceeds of the sales should be invested in United States, State, or county bonds, or loaned to individuals, the loan to be secured by bond and mortgage on real estate.

The removal of the State capital to Lincoln about this time caused considerable excitement in financial circles. Town lots in the new capital (then bare, raw prairie) sold at almost fabulous prices, and many were lured by the golden promises of future

gain to make large investments. The new city arose as if by magic, and what had been almost an uninhabited waste in less than two years became a busy city.

The State university, insane asylum, and penitentiary buildings were located in or near the city. The contracts for the erection of these buildings were let by three of the State officers as a board of commissioners; and as the university building and insane asylum were very poor structures for the vast amount of money expended in their erection, much blame was thrown on the commissioners, many accusing them of conniving with the builders for a share of the profits.

STATE SUPERINTENDENCY.

In the spring of 1869 Hon. S. D. Beals, of Omaha, was appointed State superintendent of public instruction. One of his first official acts was to issue a list of printed questions for the examination of teachers throughout the State, requiring all the examination papers to be sent to his office. This had the effect to almost immediately raise the standard of qualifications of teachers. This system of questions has since been continued. Another important act of Mr. Beals was the recommendation of a list of text books for the schools of the State.

After a careful examination of a great number of series of books, he adopted Worcester's Dictionary and Speller, Hilliard's Readers, French's Arithmetics, Harvey's Grammars, Guyot's Geographies, &c. As a large number of publishers had been anxious to supply their particular series, a war was immediately waged against the recommended list, and Mr. Beals was accused of having been influenced by mercenary motives in making his recommendations; but such accusations were basely false, and the series still stands as he left it, with a very few additions, as the State list.

Unfortunately during the years 1869 and 1870 a large amount of the school fund was invested in individual loans on bond and mortgage. Much of the money thus invested has been entirely lost on account of the depreciation of property. The new constitution now confines the investment of the school fund to United States, State, and registered county bonds.

From 1869 the educational interests of the State became an absorbing topic amongst the people. In the fall of 1867 the State Teachers' Association was organized. The first meeting was held at Brownville. Since that year it has gradually increased in importance, until at the present date it exerts a serious influence on all the educational interests of the State.

During the year 1869 Mr. Beals held a series of teachers' institutes in different parts of the State that did much to awaken a lively interest in the cause of education among the people. These teachers' gatherings have increased in efficiency from year to year, until at present they are an indispensable aid to the cause of education.

In 1869 Omaha awakened to a lively sense of her duty in the cause of education, and commenced the erection of her high school building, and also of several ward school buildings.

Other places, stimulated by her example, erected splendid buildings, and soon schoolhouse building became a mania throughout the State, until to-day Nebraska can boast of as many fine school buildings for the number of her inhabitants as any State in the Union; but, alas! she has entailed upon herself a load of debt that at present is very grievous to be borne.

In the fall of 1870 J. M. McKenzie was elected State superintendent of public instruction, and continued to act as such, through reëlection in 1874, till January, 1877, when, under a new constitution, the office was cut short, and S. R. Thompson entered upon duty as superintendent for a term reaching to 1879.

The earlier years of Mr. McKenzie's administration were marked by steady and continual advance in all matters connected with education. The last two years of it were less apparently successful from the wide spread desolation of agricultural interests by the ravages of the migratory grasshoppers, which diminished exceedingly the resources of the State, and limited, in consequence, the appropriations and taxes for school purposes.

The new constitution made renewed provision for a State school fund, for free instruction in the common schools, and for the distribution of the income of the school fund among all school districts that should have maintained school for at least 3 months of the year for which the distribution should be made. It gave to the counties for common school purposes all fines, penalties, and license moneys levied in them under State laws, and to cities, villages, and other subdivisions of a county, all such arising under their especial laws and ordinances. It forbade the sale of university, agricultural college, common school, or other lands held or to be acquired for educational purposes, for less than $7 an acre, or less than their appraised value, providing thus against the waste of school resources which has too often taken place in such sales and insuring to the State, eventually, a noble fund for education. It also forbade the introduction of sectarian teaching into any school supported in any measure by State funds, or the acceptance by the State of any property or money to be used for sectarian purposes.

With such provisions a fair future may be looked for when the difficulties incident to the growth of a new border State are overcome, and probably in time so large a school fund will be realized as to obviate the necessity of any taxation for school purposes.

SUPERINTENDENTS.

As before indicated, the territorial librarians who were superintendents of public instruction ex officio were James S. Izard, H. C. Anderson, and John H. Kellom. Territorial school commissioner, William E. Harvey, 1859–'66, part of the time as territorial auditor and commissioner ex officio. The Hon. John Gillespie filled the office of commissioner from the date of Mr. Harvey's leaving till the appointment of a State superintendent.

The State superintendents have been, to this time, S. D. Beals, 1869–'71; J. M. McKenzie, 1871–'77; S. R. Thompson, elected for a term extending from January, 1877, to January, 1879.

In the Bureau report for 1875 it was stated that under the provisions of the school law the superintendent was elected for a term of 4 years, which is true; but it should also have been stated that under the new constitution the term of superintendency is limited to 2 years.

ELEMENTARY INSTRUCTION.

WANT OF REPORT.

No report of school operations for 1875–'76 having been published, our only information respecting elementary instruction in the State is that which is derived from the summary of educational statistics given at the beginning of this abstract. The impoverishment resulting from the devastations of the grasshoppers, and the consequent large draft upon the State resources for aid to special sufferers, have constrained this economy in educational expenditure. But it is hoped that henceforth this necessity may not continue, and that for 1876–'77 there may again be full reports.

TRAINING OF TEACHERS.

NORMAL SCHOOL.

The State normal school, at Peru, provides 3 courses of study, an elementary normal of 2 years, an advanced English normal of 3, and an advanced classical normal of 3. Students completing either the advanced English or the advanced classical course receive a diploma with the degree of normal graduate, and a State certificate entitling the holder to teach in any public school in the State. Tuition is free.—(Catalogue, 1874–'75.)

EDUCATIONAL JOURNAL.

The Nebraska Teacher, an organ of the State Teachers' Association and of the State superintendent, continued to be published at Beatrice during 1876, aiding, as a well conducted school journal always will aid, in disseminating educational information among teachers, and discussing for their benefit important questions of school management. But at the close of that year, in common with most of the school journals of the Northwest, it was absorbed into the Educational Weekly, a new journal, to have its seat in Chicago, with a chief editor at the centre and local editors in the several States represented by it.

CITY SCHOOL SYSTEM.

OMAHA.

The course of study here is divided into 8 grades. Strict classification of the pupils is made at the commencement of every school year, and this classification is revised at the beginning of the two following terms. Changes to a lower grade are avoided if possible. The general policy is to keep the same teacher in charge of a class throughout the year, and to require her to give special attention, outside of the regular hours, to those who, from any cause, may need it. On the other hand, the promotion of all who are able to do more work is encouraged, and opportunity for this is given to all at every monthly examination. Any pupil who stands at or above 90 per cent. in those studies on which his future success mainly depends, has the privilege of trying the examination of the next class in advance, and if it appears that he will not be a hindrance he is promoted at once. Over 300 students were engaged in the study of German under charge of a special teacher.—(The High School, Omaha, April and May, 1877.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

From the absence of a State report for 1875–'76, no distinct information can be given respecting this class of schools for that year. They exist at Ashland, Beatrice, Brown-

ville, Lincoln, Omaha, and Pawnee City, perhaps elsewhere. No uniform course of study appears to have been yet arranged for them by which they may act uniformly as feeders of the university; one is, however, under consideration.—(See report of State Teachers' Association under Educational Conventions at the close of this abstract.)

PRIVATE SECONDARY SCHOOLS.

A school for girls at Omaha (Brownell Hall) reports an attendance of 85 students under 8 teachers. All the students are pursuing an English course, and 7 a classical, while 15 study modern languages. Drawing and music, vocal and instrumental, are taught. The school has chemical and philosophical apparatus and a library of 2,000 volumes.—(Return to Bureau of Education.)

PREPARATORY DEPARTMENTS.

Two preparatory departments report 250 pupils, of whom 106 are preparing for a classical course and 82 for a scientific.—(Return for 1876.)

BUSINESS COLLEGE.

A business college at Omaha reports an attendance of 130 students under 5 teachers. Twelve students were studying phonography, 21 telegraphy, and 5 German. In addition to these branches, commercial English and correspondence, penmanship, bookkeeping, higher mathematics, banking, and commercial law are taught.—(Return for 1876.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The University of Nebraska, at Lincoln, is constituted by law a part of the educational system of the State. It is controlled by a board of regents elected by the people, and is open to all qualified citizens of the State free of charge for tuition, without regard to sex or race. Provision is made in the plan for the establishment of 6 departments or colleges. Two of these have been organized, that of literature, science, and art, and that of agriculture. The former embraces classical, scientific, Latin-scientific, and Greek courses. The library is composed of books chosen with care, almost every department of literature being represented in the selections. An annual appropriation is required to be made for its increase.—(Catalogue, 1875–'76.)

DOANE COLLEGE, CRETE.

The year 1875–'76 of this college has been its best, the attendance has been larger and the work better done than ever before. Three courses of study are laid down and carefully followed, English, classical, and scientific. The young ladies' course is essentially the same as the scientific.—(Minutes of Congregational Association of Nebraska, October 26–29, 1876.)

Statistics of a university and colleges, 1876.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	No. 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	4	0	51	17	$50,000	$20,000	$2,000	$700	$0	$0	250
Nebraska College	...	...	...	...	.....	.....	.....	.....	.....	.....	.....
University of Nebraska	9	0	199	75	130,000	0	0	0	20,000	.....	2,000

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Industrial (or Agricultural) College, a department of the State university, provides two courses of study, a 4 years' course which runs nearly parallel to the scientific course of the academic department, and a shorter one which may be completed in from

3 to 6 terms, according to the student's proficiency when he enters. There are 3 terms of study each year, but only two of them correspond to the terms in the academical department, the third being taught in the summer, for the reason that then the means of instruction are most available, and more remunerative employment can be furnished than in winter. Under this arrangement students who are qualified can engage in teaching district schools during the winter. The farm contains 320 acres of good land, all under improvement. A portion of it is set apart for experimental purposes. Students are required to work at least 2 hours each day for 5 days in the week, unless excused for good reasons. This labor is paid for at the rate of from 10 to 15 cents an hour, according to the individual's skill and fidelity. In this way a student may earn fully half his necessary expenses.—(University catalogue, 1875–'76, and special return.)

Statistics of schools for scientific and professional instruction, 1876.

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.									
Industrial College of the University of Nebraska.	5	....	13	4	$20,000	$0	$0	.....	200
SCHOOL OF THEOLOGY.									
Divinity School of Nebraska College.....	....	...	.....	....	.....	.....	.....	.....	.....

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institution for the Deaf and Dumb, at Omaha, reports an attendance of 48 pupils in 1876, of whom 25 are males and 23 females. The sign language is the method of instruction generally used here. A few semi-mutes have been taught articulation. The only workshop at present is the printing office. Ten boys are under instruction in type setting, 5 in the morning before school, and 5 in the evening after school. With their help the Mute Journal of Nebraska, a large paper of 6 columns, is published once a month without outside assistance. The printing office has recently been furnished with new type. A new building was erected in 1876, for which the legislature had previously appropriated $15,000. The institution is reported to be in a prosperous condition, and the children advancing in their studies in a satisfactory manner.—(Biennial report of board of directors for 1875 and 1876, and special return for 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The State Teachers' Association met at Nebraska City March 28, 1876. After the address of welcome by Rev. J. D. Kerr, president of the Nebraska city board of education, was responded to by the president, Prof. C. B. Palmer, an address was delivered by Superintendent McKenzie upon the present condition of education in the State. Papers were read and addresses delivered during the sessions by President Palmer upon "Education in America 100 years ago;" by Miss Evelyn Darling, of Brownville, on "The educational value of art;" by Prof. S. R. Thompson, of the State normal school, on "The best method of selecting county superintendents;" by Prof. J. B. Bruner on "The danger of too many studies in school;" by Mrs. Ebright, of Brownville, on "The model woman;" by Prof. S. D. Beals, of Omaha, on "Language;" by Chancellor A. R. Benton, on the question "Ought the State to provide a system of schools which might afford to all the children of the State a preparation for the university?" by Professor Church, on "Moral instruction;" by Superintendent Lamb, on "The moulding power of the teacher;" by Prof. D. B. Perry, of Doane College, on "The English language in relation to other languages spoken in the State;" and by Prof. Jones, of Lincoln, on "What constitutes efficient supervision?"

After the paper of Chancellor Benton the following resolution was adopted by the association :

Resolved, That a committee of three be appointed by the chair, whose duty it shall be to prepare and present to the association at its next meeting a report on a system of high schools for the State, including a course of study and the means for supporting the same.

It was decided to hold the next session at Fremont.—(Nebraska Teacher, July, 1876.)

MEETING OF COUNTY SUPERINTENDENTS.

From the Nebraska Teacher of September, 1876, it appears that a meeting of county superintendents was held at Hastings during the session of the normal institute. No full account of the proceedings is given, but reports of eight county superintendents as to the condition of education in their counties are given as some of the reports received on that occasion.

LIST OF SCHOOL OFFICIALS IN NEBRASKA.

Hon. S. R. THOMPSON, *State superintendent of public instruction, Lincoln.*

[Term, January, 1877, to January, 1879.]

COUNTY SUPERINTENDENTS.

[Term, November 1, 1875, to November 1, 1877.]

County.	Name.	Post-office.
Adams	A. L. Wigton	Hastings.
Antelope	H. J. Milier	Neligh.
Boone	W. A. Hosford	Boone.
Buffalo	J. Swenson	Kearney.
Burt	W. E. Drury	Decatur.
Butler	A. J. Combs	Ulysses.
Cass	G. B. Crippen	Weeping Water.
Cedar	Frank Campbell	St. Helena.
Cheyenne	L. H. Bordwell	Sidney.
Clay	T. W. Brookbank	Sutton.
Colfax	James A. Grimison	Schuyler.
Cuming	J. H. Mockett	Wisner.
Dakota	J. Zimmerman	Dakota City.
Dawson	W. H. Lengel	Plum Creek.
Dixon	J. H. Addison	Daily Branch.
Dodge	H. G. Wolcott	Fremont.
Douglas	John Rush	Omaha.
Fillmore	J. A. Dempster	Geneva.
Franklin	Mrs. M. E. DeClercq	Bloomington.
Furnas	T. K. Clark	Arapahoe.
Gage	J. R. Little	Beatrice.
Gosper		
Greeley	Mansel Davis	North Loup.
Hall	Henry Nunn	Grand Island.
Hamilton	Delevan Bates	Orville City.
Harlan	Miss Alice Murdock	Republican City.
Hitchcock	C. A. Gesselman	Culbertson.
Howard	Thompson McNabb	St. Paul.
Jefferson	A. C. Routzahn	Fairbury.
Johnson	George B. Foster	Helena.
Kearney	J. J. Bartlett	Lowell.
Keith	E. N. Searle	Ogallalla.
Knox	C. A. Lyon	Creighton.
Lancaster	S. G. Lamb	Lincoln.
Lincoln	Alexander Stewart	North Platte.
Madison	E. M. Squiers	Shell Creek.
Merrick	John Patterson	Central City.
Nemaha	D. W. Pierson	Brownville.
Nuckolls	J. B. Nesbitt	Nelson.
Otoe	H. K. Raymond	Nebraska City.
Pawnee	William Ballance	Pawnee City.
Phelps	Frank Hazen	Williamsburg.
Pierce	C. H. Frady	Pierce.
Platte	Charles A. Speice	Columbus.
Polk	J. B. Mitchell	Stromsburg.
Red Willow	M. H. Skinner	Lebanon.
Richardson	F. M. Williams	Salem.
Saline	W. P. Grantham	De Witt.
Sarpy	M. Langdon	Lisbon.
Saunders	S. N. Knepper	Wauhoo.
Seward	J. D. Messenger	Seward.
Sherman	H. A. Gladding	Loup City.
Stanton	J. H. Darling	Stanton.
Thayer	Barzilias Price	Alexandria.
Valley	Oscar Babcock	North Loup.
Washington	Charles Cross	Herman.
Wayne	Andrew Bevius	La Porte.
Webster	J. S. Gilham	Red Cloud.
York	James E. Cochran	York.

NEVADA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth enumerated, (6–18 years of age,)	7,538	8,475	937	.....
Enrolment in public schools	5,082	5,521	439	.....
Average number belonging	3,745	4,142	397	.....
Average daily attendance	3,286	3,832	546	.....
Attending private schools, (reported)	700	931	231	.....
Not attending any school	2,021	1,952	.....	69
TEACHERS.				
Men teaching public schools	.....	36	.....	.....
Women teaching public schools	.....	77	.....	.....
Average monthly wages paid men	.....	$112 63	.....	.....
Average monthly wages paid women	.....	85 20	.....	.....
Average paid both sexes	$92 84	96 55	$3 71	.....
SCHOOLS.				
Public schools (without rate bills)	101	83	.....	18
Public high schools	.....	3	.....	.....
Average duration in days	168	154	.....	14
Volumes in public school libraries	1,082	1,281	199	.....
Districts which voted a tax	4	7	3	.....
Districts reporting according to law	68	72	4	.....
INCOME AND EXPENDITURE.				
Receipts.				
State apportionment	$36,783	$44,247	$7,464	.....
County taxes	119,921	91,221	.....	$28,700
District taxes	3,214	24,091	20,877	.....
Miscellaneous sources	270	9,168	8,898	.....
Total income	188,117	195,535	7,418	.....
Expenditures.				
Teachers' pay	$80,492	$101,016	$20,524	.....
Sites, buildings, repairs, &c	52,231	48,542	.....	$3,689
Libraries and apparatus	443	321	.....	122
Rent, fuel, and contingencies	16,522	12,882	.....	3,640
Total expenditure	161,299	162,761	1,462	.....

(Report for 1875 and 1876 of Hon. Samuel P. Kelly, State superintendent of public instruction.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Laws of Nevada, 1861, pp. 273-278; Compiled Laws of Nevada, 1873, sections 3321–3386.

PROMPT TERRITORIAL ACTION.

The act of Congress to organize the Territory of Nevada was approved March 2, 1861. The first regular session of the territorial legislature began on the 1st day of October

in that year. Its first act was not passed and approved till the 30th of the month. And yet, with all the multifarious legislation necessary to set the official machinery in motion, the assembly, before the close of the next month, (November 29, 1861,) had enacted a school law embracing all essential provisions, such as the arrangements for creating a school fund, for levying a tax to pay salaries of school teachers, for the setting apart of all fines for offences as a further aid to the support of common schools, and for the securing of a necessary number of school officers.

The principal of all moneys accruing to the Territory from sales of land granted by the General Government for schools was to constitute the permanent school fund, the interest of which was to be annually distributed in proportion to the number of the children of school age for the support of common schools, and for no other use whatever. The annual school money for the pay of teachers was to be 10 per cent. of all paid into the county treasuries for taxes; to which, as before said, was to be added the amount received from fines.

At the first special election, in January, 1862, a territorial superintendent of public instruction was to be elected, with the usual powers and duties of such an officer. To aid him with their counsel there was to be a territorial board of education, composed of the territorial auditor and territorial treasurer, with himself as president; while in each county, at the general elections, was to be chosen a county superintendent of common schools, to hold office for two years, with power to divide his county into school districts, to notify the inhabitants of each of its establishment and boundaries, to receive and file the reports made from the districts, to apportion among them the school moneys, to visit them for inspection of the schools each year, and to promote, throughout his county, the use of a uniform system of school text books. He was also to look to the collection of the fines which were to aid the annual school moneys. In the districts three school trustees were to be elected, to hold office in each case for a year, to look after the school rooms, to furnish fuel for the same, to levy special taxes for this purpose, to engage teachers, and to visit and inspect the schools. They were also to appoint a census marshal for each year, who was to make accurate enumeration of all children of school age.

STATE ACTION.

By the constitution of 1864, under which the Territory was admitted as a State, provision was made for the promotion of intellectual, literary, and scientific improvement; for the election of a State superintendent of instruction; for the creation of a school fund, of a university, and of normal schools; for a special tax of half a mill upon the dollar for the maintenance of the university and common schools;* and for the constitution of a board of regents for the management of the affairs of the university and of its funds.

Under this constitution the first State school law was enacted March 20, 1865, providing for a school fund from the school lands and various other sources; for a State board of education; for a State superintendent of public instruction, to hold office for 4 years; for county superintendents, with 2 years' terms, and increased duties and responsibilities; for school trustees in each school district, with larger powers and duties more defined; and for county boards of examination for teachers, composed of the county superintendent and of two persons appointed by him.

Essentially the same features have been retained in the subsequent school laws of 1873 and 1877, the changes being mainly in matters of detail.

Under these laws the State board of education is composed of the governor, the superintendent of public instruction, and the surveyor-general, the governor being president and the superintendent secretary. It has power to prescribe and cause to be adopted a uniform series of text books in the principal studies pursued in the public schools.

Under the same laws the State tax for schools, instead of being diminished as permitted by the constitution, has been continued at half a mill on the dollar, a wise liberality for a young State. To this is added a county tax of not less than 15 nor more than 50 cents on each hundred dollars, with a view of maintaining schools for 6 months in each year entirely free. But after such 6 months of free schools, the trustees of any district are given power to assess rate bills for the further continuance of the schools; and persons refusing or neglecting to pay such rate bills are excluded from the benefits of the prolonged term.

No school district may receive, except when newly organized, any portion of the public school moneys if it has failed to keep open a public school at least 3 months of the year ending the last day of August previous; nor may any school receive any moneys, benefits, or immunities under the law, unless such school shall have been taught by a teacher or teachers duly examined, approved, and employed by legal authority.

Sectarian books, tracts, papers, and doctrines are forbidden to be used or disseminated in the public schools.

* Provided that in ten years such tax might be reduced to a quarter of a mill.

The school month is made to consist of 4 weeks of 5 days each. The school year for accounts and reports commences on the 1st day of September and ends with the last day of August.

A compulsory school act was passed February 25, 1873, requiring all children between 8 and 14 years of age to be sent to a public school for at least 16 weeks in each school year, unless excused by the trustees of the school district in which the parents or guardians reside on the ground of bodily or mental disability or of instruction in some other form.

SUPERINTENDENTS.

The territorial and State superintendents, as given by the present incumbent of the latter office, have been to this time: Territorial, A. F. White, January, 1863, to November, 1864; State, the same, from November, 1864, to December 31, 1866; A. N. Fisher, January 1, 1867, to December 31, 1874; Samuel P. Kelly, January 1, 1875, for a term to expire December 31, 1878.

ELEMENTARY INSTRUCTION.

PROGRESS OF THE SCHOOLS.

A marked improvement in all departments of education is reported. The general interest of the people in public education was never more manifest than it is at present, and this interest is born of the practical working of the free schools. Their importance and benefit are being acknowledged by persons who never before gave the subject a thought. Money is liberally contributed for school purposes where it could not be raised for any other public object. In only one instance was a school tax voted down, and that was in the interest of a corporation against the wishes of the people most concerned. This sympathy of the people produces a healthy feeling, which reacts upon the schools, inciting the teachers to activity and the children to industry.—(Report for 1875 and 1876, p. 20.)

TEACHERS.

The teachers are not all competent, comprising some of the worst as well as some of the very best. The State superintendent has been obliged to advise removals on account of incompetency in some instances where the trustees failed to take the necessary action. Owing to the urgent solicitation of friends, the influences of relationship, and at times culpable carelessness, unsuitable teachers are placed and kept in charge of schools while at the same time there are applications from persons well qualified. The plan adopted by some of the examining boards of the State of competitive examinations was a step in the right direction, the superintendent remarks; and he further suggests that it will be well for the legislature to consider whether the establishment of a State board of examination would not remedy the evil complained of.—(Report of State superintendent, 1875 and 1876, p. 20.)

RELIGIOUS INSTRUCTION.

The question of religious instruction in the public schools has brought out some sensible thought, but much more meaningless talk. That the morals of the children should be watched over and cared for, all agree. The statutes prohibit sectarianism, but they do not decide as to reading the Bible; in some schools it is read, in others it is not. In the opinion of the superintendent, the question of public morals as well as that of public education is clearly secular; and if there be in the Bible that which will improve public morals without interfering with the principles of those dependent on the schools for educational privileges, that help is desirable. He thinks that the singing or repeating in concert of the Lord's Prayer and the reading of the beatitudes and psalms responsively by teacher and scholars (upon which Jews and Gentiles agree, and to which non-religionists do not object) would be a fair compromise.—(Report of superintendent, 1875 and 1876, p. 22.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There are three public high schools in the State (at Elko, Virginia City, and Gold Hill) where instruction is given, in addition to the common English branches, in natural philosophy, university algebra, chemistry, English literature, and civil government, particular attention being paid to instructing pupils in the duties pertaining to citizenship.

PRIVATE SECONDARY SCHOOL.

A school for young women was opened by Bishop Whittaker, at Reno, November 12, 1876, with almost as many boarders as the spacious building could accommodate, besides a number of day pupils. The building, which is supplied with all the modern con-

veniences and every arrangement necessary to the comfort and health of the pupils, stands on an eminence commanding a beautiful view of Reno, the green valley around, and the snow capped Sierras on every side. Ten thousand dollars of the funds used in its erection were contributed by Miss Wolfe, of New York, and $10,000 more were raised by the indefatigable bishop.—(Southern Churchman, December, 1876.)

The above mentioned school and the preparatory department of the State university are, aside from the public high schools, the only institutions affording secondary instruction of which information has been received.

SUPERIOR INSTRUCTION.

THE STATE UNIVERSITY.

The university was opened in 1874, with 7 pupils; in 1875, there were 16 in attendance, and 23 in 1876, all in preparatory studies. It is the aim at present to make this a State school, superior to the higher grade of public schools, and to gradually advance the standard to that of like institutions in other States. The advancement of the pupils in their studies has been very gratifying. Mathematics is taught with great thoroughness; Latin, German, and French are a part of the course, also English literature and other branches.—(State report, 1875 and 1876, pp. 22, 23.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The State superintendent reports having had under his charge since the beginning of his official term 5 pupils of the above classes, whom he placed in the institution at Oakland, California. The average number attending was 3. They displayed a remarkable proficiency in their studies and occupations.—(State report for 1875 and 1876, pp. 23, 24.)

LIST OF SCHOOL OFFICIALS IN NEVADA.

Hon. S. P. KELLY, *State superintendent of public instruction, Carson City.*

[Term, January 1, 1875, to December 31, 1878.]

STATE BOARD OF EDUCATION.

[Term, 1875–'79.]

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, January 1, 1877, to January 1, 1879.]

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.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children 5–15 years of age	*71,322	55,976	.....	.....
Enrolment between 6 and 16	55,885	55,555	.....	330
Enrolment under 6 years of age	6,222	5,160	.....	1,062
Enrolment over 16 years of age	6,664	5,884	.....	780
Boys enrolled	35,901	34,748	.....	1,153
Girls enrolled	32,850	31,951	.....	899
Total enrolment	68,751	66,699	.....	2,052
Average daily attendance	48,288	48,857	569	.....
Persons of school age in private schools	3,357	3,892	535	.....
In schools corresponding to public high schools.	.....	4,194	.....	.....
Children 5–15 years of age not attending any school.	4,164	4,156	.....	8
TEACHERS.				
Men teaching	503	553	50	.....
Women teaching	3,166	3,107	.....	59
Average monthly wages of men, (including board.)	$42 61	$41 93	.....	$0 68
Average monthly wages of women, (including board.)	25 54	25 72	$0 18	.....
Persons teaching for the first time	646	659	13	.....
Teaching same school successive terms	1,189	1,125	.....	64
SCHOOLS.				
Graded schools	403	458	55	.....
Town high schools	19	18	.....	1
District high schools	20	21	1	.....
Total number of schools	†2,499	2,498	.....	1
SCHOOL-HOUSES.				
School-houses	2,223	2,237	14	.....
Unfit for use	388	417	29	.....
Built during the year	25	27	2	.....
Having no blackboard	58	36	.....	22
Having globes or outline maps	649	856	207	.....
Value of school buildings and sites	$2,228,905	$2,413,860	$184,955	.....
Value of school apparatus	29,154	35,110	5,956	.....
INCOME AND EXPENDITURE.				
Receipts.				
From town taxes	$478,318	$465,186	.....	$13,132
From district taxes	60,847	71,609	$10,762	.....
From literary fund	27,340	24,611	.....	2,729
From local funds	25,348	32,346	6,998	.....
Railroad tax for schools	6,401	5,781	.....	620
Contributed and dog tax	24,883	15,460	.....	9,423
Total‡	621,649	652,714	31,065	.....

* This number includes children 4–17 years of age.

† By misprint in last State report made 2,599.

‡ The State superintendent explains that the difference between this total and the amount of the items given may arise from incomplete returns, money expended in fractional districts, or money raised the previous year.

Statistical summary—Continued.

	1874–'75.	1875–'76.	Increase.	Decrease.
Expenditures.				
For new buildings	$226,523	$110,709	.....	$115,814
For permanent repairs	37,721	31,880	.....	5,841
For miscellaneous expenses	61,850	66,991	$5,141	.....
For teachers' salaries, including board	424,889	450,440	25,551	.....
Total*	742,854	668,046	.....	74,808

*The State superintendent explains that the difference between this total and the amount of the items given may arise from incomplete returns, money expended in fractional districts, or money raised the previous year.

(Report for 1875–'76 of Hon. J. W. Simonds, State superintendent public instruction, pp. 562, 563.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

School Legislation and Statistics, by Moses B. Goodwin, in State report for 1872, pp. 135–169; Legislative History of Education, in State report for 1875, pp. 295–301; Constitution of 1783; State reports from 1848; Bancroft's History of the United States, vol. 1, p. 418; Prof. H. E. Parker, in Sanborn's History of New Hampshire, pp. 346–352; Revised Laws of 1792, 1815, 1830, 1843, 1853.

BORROWINGS FROM MASSACHUSETTS.

From 1641 to 1680 New Hampshire and Massachusetts were united with a common representation in one legislature.

One fruit of this union was that the famous school law of June 14, 1642, for the compulsory education of all children in at least the English tongue and capital laws, affected New Hampshire as well as her sister State; and so did the other of November 11, 1647, for an elementary school in every town of 50 householders, and a grammar school, with a teacher capable of fitting youth for the university, in every one of 100 householders. These laws continued to be school laws of the State, not only during the existence of the early Union, but, by allowance or adoption, for a century or more beyond; the first by a sort of general consent, the second by express transfer to the statute books. This transfer took place in 1719, with only one important change, the increase of the penalty for not establishing a school from 5*s.* to £20, an increase which showed earnestness.

Another fruit of the union was the possession, with comparatively few exceptions, of a school lot in every township; for, as Massachusetts, in dividing up her townships, gave ordinarily one of the 63 equal parts of each for a school, the custom, through their union in one legislature, was followed generally in New Hampshire. Hence the occasional township funds, which, through a thrifty investment of the proceeds of an early lease or sale, have in some cases continued until now to afford aid in the maintenance of schools. A careful husbanding of these funds in every case might have made schools early and fully free.

INDEPENDENT COLONIAL ACTION.

The first instance of this, with respect to education, was a clause in a law of 1693* requiring the selectmen of a town to assess a tax to build a school-house, and the people to provide a schoolmaster. As before said, this in 1719 was followed by a reënactment of the school law of 1647, and this by an enactment in 1721 that derelict selectmen should be liable, in their own estates, for the penalty of not establishing a school. These things seem to have rested for just half a century, when, in 1771, an act was passed providing that this wholesome penalty should, both as to towns and to selectmen, be reduced from £20 to £10; the reason assigned being that since the passage of the law, the nominal value of the provincial currency had doubled.

The difficulty with respect to all these laws was, that no officer appears to have been charged with the duty of seeing to the execution of them; and as private information and complaint against offending towns was an invidious thing, compliance with the law might be easily evaded. And that it was so evaded is pretty evident from the concurrent statements of the historians of different towns.

*This is Professor Parker's date.

EARLY STATE ACTION.

The consciousness of deficiency in educational affairs, and a desire for improvement in this respect, found vent, after the creation of the State, first, in a clause of the constitution of 1783, (copied mainly from § 2, chap. 5, of the Massachusetts constitution of 1780,) that "knowledge and learning, generally diffused through a community, being essential to the preservation of a free government, and spreading the opportunities and advantages of education * * * being highly conducive to promote 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." It found expression afterward in a legislative act of June 18, 1789, to repeal all former acts respecting education, because they "had been found not to answer the important end for which they were made," and to provide a better system. One change made by this act was, that the amount of money for school purposes, left previously to the discretion of the towns, was fixed for every town at the rate of £5 for each £1 of public taxes. Another was, that in ordinary towns it was directed there should be "English grammar schools" for teaching reading, writing, and arithmetic; and that in shire and half-shire towns, grammar schools should be established for teaching Latin and Greek, in addition to the branches required in the English grammar schools.* A third change was, that it was now required that, to secure engagements, teachers should be examined by such competent authorities as schoolmasters, learned ministers, preceptors of academies or presidents of colleges, and furnish certificates of qualification from them. Certificates of character were subsequently required.

CHANGE FROM TOWN TO DISTRICT SYSTEM.

Down to the present century, the town was the school unit; towns built the schoolhouses, employed the teachers, received and disbursed the school funds, and did whatever was thought necessary for the schools. But in 1805, (December 28,) again following the lead of Massachusetts, an act was passed to empower the towns to divide into school districts. In subsequent acts there was a renewal of this permission, till, July 6, 1839, the empowering clause was replaced by a provision peremptorily ordering the subdivision.† And so, for the sake of having schools within easy reach of pupils, a system has come in which has hindered proper grading, has divided schools almost to nothingness, has made it impossible to secure for half of them good teachers, and has given over the supervision of them in a great degree to such persons as could be had rather than to such as would be most desirable.

SCHOOL COMMITTEES.

A law passed December 22, 1808, directed that each town should, at its annual meeting, appoint 3 or more suitable persons,‡ whose duty it should be to visit and inspect annually the schools in their respective towns and parishes at such times as should be most convenient for those concerned, and in such manner as they should judge most conducive to the interests of literature, morality, and religion. And in case any town should neglect to appoint such persons, the duty of inspecting schools should devolve upon the selectmen. A district committee, consisting of one person for each school district, to be chosen at the annual meeting of the town, was also provided for, July 6, 1827.

This, July 4, 1829, was added to and amended by a provision that there should be chosen annually, in the month of March, by each school district in the several towns, (except Portsmouth,) a committee consisting of one or more persons, not exceeding 3, who should be resident in the districts for which they should be chosen, and be called the prudential committee thereof. The duties of this committee were to be to select and contract with teachers for their districts, to provide them board, to furnish fuel for the school, to give information of its opening, and to aid the superintending committee in any manner necessary.

In these laws was laid the foundation of the system of town supervision and district care of schools, which, with comparatively little alteration, still continues.

Portsmouth, excepted in the latter act, had been specially empowered, July 7, 1826, to choose a school committee of its own, with the powers and duties of both the others, and some besides. On several subsequent occasions there was special legislation for its benefit.

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*The rate of taxation for school purposes fixed in this law of 1789 was changed in 1791 to £7½ for £1; in 1705, to $35 for every $1; in 1804, to $45 for $1; in 1806, to $75 for $1; in 1808, to $70 for $1; in 1818, to $90 for $1; in 1840, to $100 for $1; in 1852, to $135 for $1; in 1853, to $150 for $1; in 1855, to $260 for $1; in 1868, to $250 for $1; in 1870, to $350 for $1.

The provision for classical schools in shire and half-shire towns was abolished in 1807, and the matter left to regulate itself.

†To further reënforce this act a penalty of $100 was, in the revised laws of 1843, imposed on selectmen who should neglect to make such a division for six months after an application for it by ten legal voters.

‡Made July 6, 1827, not less than 3 nor more than 5 persons, with the additional duty of examining schoolmasters and mistresses proposing to teach within the town, of dismissing the incompetent, even though licensed, and of directing and determining the class books to be used.

An excellent school law, passed July 6, 1827, made it the duty of the superintending school committees to visit and inspect the schools of their respective towns at least twice in each year, to inquire into the management of them and the proficiency of the scholars in them, and to use their best endeavors to have the youth in the several districts attend the schools. The results of their observations and inquiries were to be embodied in a written report to the town at its annual meeting, this report to state the number of months public schools had been kept in each district in said towns; what portion thereof had been kept by male and what by female teachers; the whole number of scholars that had attended each school; the number of children between 4 and 14 that had not attended school; and the number, if any, between 14 and 21 who could not read and write. This was the first beginning of anything like effective regulations for thorough supervision and returns, and if there had been added to it the requirement that the reports should be forwarded to some central officer and published for the information of the State, it would have been almost all that could be wished. As it was, it was a great improvement on the law of 1808.

FURTHER IMPROVEMENTS.

In the same law the selectmen of the towns, on notification from a school teacher that any parents had not supplied their children with the prescribed text books, were authorized to supply books for such children and add the cost of them to the next annual tax of the parents or guardians. In 1833 destitute children were directed to be furnished with text books free.

Another law of July 6, 1827, made very special and complete arrangements for the erection of suitable school-houses for the districts, and for making these as comfortable and convenient as possible.

In 1828–'29 a literary fund which had been formed in 1821 (June 29) by a tax upon the banks, with a view to the endowment or support of a college, was ordered to be distributed among the towns, according to their apportionment of the public taxes, "to be applied to the support and maintenance of common free schools, or to other purposes of education." This fund — at first amounting to $10,000 annually, and now to about $27,000 — has, since 1847, been distributed on the basis of the number of children 4 years old and upward attending a public school, as shown by the annual returns of the school committees.

July 3, 1846, permission was given towns to contribute to the support of county teachers' institutes, which from this time forth were encouraged till 1861, when they were abolished as inefficient; but they were revived in 1868, were made imperative, and funds for their support provided by the State.

July 10, 1846, a still greater improvement was made by the legislature giving the State schools a head devoted to their interests. This head was a State school commissioner, to be appointed by the governor and council, to spend 20 weeks of each year among the counties for the purpose of encouraging and counselling school officers, to receive returns from school committees, and to make an annual report to the general court each June. Prof. Charles B. Haddock, of Dartmouth College, the enlightened originator of the bill, was the first commissioner appointed under this act, and his exertions to improve and unify the State school system are said to have been productive of excellent effects; as were, though in a somewhat less degree, those of his successor, the Rev. Richard S. Rust, of Northfield Institute. The latter, in his second report, says that in the discharge of his official duties for 1848–'49 he had travelled above 2,000 miles, delivered more than 50 public addresses, visited 300 schools, and aided in conducting several county institutes.

MODIFICATIONS OF THE SYSTEM REACHED.

Too frequent change is the great evil in republics. The State commissionership had barely had time to indicate its efficiency before the sense of the need of something coming closer to the people began to be experienced; and instead of supplying this need by an agency intermediate between the commissioner and the committees, the legislature, in 1850, abolished the State commissionership and established a county commissionership in its place. One of these commissioners was to serve for each county, and all together were to constitute a State board of education. Each commissioner was to spend not less than one day in each town of his county every year, for the purpose of promoting, by addresses, inquiries, and other means, the cause of common school education, and was to report his doings annually to the secretary of the board, who prepared the report of the board for publication. This system, incomplete without the directive and vitalizing influence of a State head, had yet enough of popularity about it to endure for 17 years; when, in 1867, there was a return to the plan of a central superintendent, with the addition of a board of education, to consist of the governor and council with himself, but without county officers between him and the committees. This State headship, thus reëstablished, has continued to the present time, though the board of education linked with it was abolished July 7, 1874. The superintendent holds office for two years and is appointed by the governor and council.

The teachers' institutes which had been revived in 1868 were abolished with the board of education, from a renewed impression that they had ceased to be efficient; but an agitation for their revival is again on foot.

In the line of compulsory training a law of 1846 made imperative at least 3 months' schooling of children employed in factories. One in 1848 established stringent provisions for preventing truancy; and one of July 14, 1871, required all persons having charge of children between 8 and 14 years of age to have them instructed in a public or a private school, or otherwise, for at least 12 weeks of each year, 6 of these weeks to be consecutive.

A State teachers' association was established in 1854; a State agricultural college received a charter in 1866; a State normal school was set on foot in 1870. All these have been since continued. Since 1848 graded schools have been provided for.

STATE SCHOOL OFFICERS.

These have been — exclusive of the secretaries of the boards of education composed of county school commissioners* — as State school commissioners: Charles B. Haddock, 1846-'47; Richard S. Rust, 1847-'50; as State superintendents: Amos Hadley, 1867-'69; Anthony C. Hardy, 1869-'71; John W. Simonds, 1871-'73; Daniel S. Beede, from August, 1873, to February, 1874, when John W. Simonds was reappointed for the remainder of his term, and in 1876 was succeeded by Charles A. Downs, a former secretary of the board of education. His term reaches to 1878.

ELEMENTARY INSTRUCTION.

CONDITION OF THE SCHOOL SYSTEM.

The space given to the school history compels the omission, very reluctantly made, of much interesting matter in the last State report relating to the present condition of the schools in such points as their buildings, teachers, efficiency of supervision, absenteeism, and the efficacy of the compulsory law.

IMPROVEMENTS.

Since 1871 the interests of public education have improved in the following respects: (1) In popular sentiment for supporting and advancing schools; in educational meetings held in towns and districts; in the general demand for a more frugal expenditure of the school moneys, and in the growing tendency to discard the district system and adopt the town plan. (2) In the work of school supervision, in examining teachers and schools, in organizing and conducting schools, in the written work of scholars, and in the school reports. (3) In a general desire to secure better qualified teachers and more thorough instruction. (4) In the introduction into many schools of singing, free-hand drawing, elements of the sciences, and oral lessons. (5) In the establishment and management of the State normal school, with improved facilities for preparing teachers. (6) In the erection of new school buildings, adapted to the comfort of scholars, and supplied with necessary appurtenances.—(State report, 1875–'76, p. 472.)

KINDERGÄRTEN.

Reports for 1876 have been received from 2 Kindergärten, one of them located in Nashua, the other in Manchester. The latter was organized in 1876 by a pupil of the conductor of the school in Nashua. There was an aggregate attendance of 30 pupils under 4 teachers; hours of study each day, 3; age of admittance, 3–7 years. For further particulars, see Table V.

CITY SCHOOL SYSTEM.

NASHUA.

Officers.—The school committee is composed of as many members from each ward as the ward is entitled to aldermen in the city council. The mayor of the city is ex officio chairman, and a city superintendent is appointed by the committee.

Statistics.—Population of Nashua, about 12,000; number of children 4 to 21 years of age, 3,252; enrolment in schools, 2,313; average number belonging, 1,643; average daily attendance, 1,512; average per cent. of attendance, 92; number of teachers, 53. Expenditures for public schools, $32,555.53.

Remarks.—The schools are graded as primary, middle, grammar, and high, the latter comprising classical, English, and business courses. The number of pupils in attend-

*The secretaries of the board, as given in the last State report, were: John S. Woodman, 1850-'51; Hall Roberts, 1851-'54; King S. Hall, 1854-'55; Jonathan Tenney, 1855-'57; James W. Patterson 1857-'61; Wm. D. Knapp, 1861-'62; John Wingate, 1862-'63; Roger M Sargent, 1863-'64; Charles A. Downs, 1864-'65; George W. Cate, 1865-'66; Roger M. Sargent, again, 1866-'67.

ance is larger now than at any previous time, comprising about 9 per cent. of the whole number in the schools. There were 17 graduates in 1876, of whom 10 were young women, 7 young men. Four evening schools were sustained, with an attendance of 136 pupils.—(Nashua school report, 1876, Superintendent Hon. John H. Goodale, and report of the Commissioner of Education for 1875.)

No printed reports from other cities have been received.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

This school was established by act of the legislature in 1870, "for the better training of teachers for the common schools of the State," and in 1871 the introductory term of school opened. It has proved a triumphant success. Already it has exerted an untold influence for good upon the schools of New Hampshire, and it occupies an honorable position among the best normal schools in the nation. With its 170 graduates in the educational field, and as many more undergraduates who are sharing their labors, and with its increased facilities for the training of teachers, the school ranks among the most important institutions under the patronage of the State. The graduates for 1875–'76 numbered 35, of whom 6 belonged to the second course and 29 to the first.—(Report of the State superintendent, pp. 324–326.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent, in his summary of public school statistics, reports the existence of 39 high schools, 18 of them being town and 21 district schools. The number of pupils in attendance, branches pursued, &c., are not given in the summary, but such information is furnished in respect to 30 public high schools, which are included in a list of 87 secondary schools to which the superintendent had sent circulars of inquiry. There are 32 public high schools given in the list, but two of them make no report as to attendance, &c.; one of them has but just been established; 27 report the value of their school property, which ranges from $1,000 to $80,000 each school, (only that part of school property used for high school purposes being counted,) and 8 report libraries ranging from 20 to 800 volumes, and aggregating 2,570. The 30 schools were taught by 77 instructors, 32 men and 45 women; and had an attendance of 2,674 pupils, 1,168 boys and 1,506 girls; of whom 998 were studying the ancient, and 361 the modern languages.—(Report of the State superintendent, 1875–'76, pp. 549–555.)

ACADEMIES AND SEMINARIES.

Of the 55 academies and seminaries replying to the circular of the superintendent, 9 made no report of attendance or of the branches studied, 18 failed to give the value of their school property, and 54 did not report the number of volumes in their libraries. The attendance, so far as given, is, boys, 2,298; girls, 1,739. There were 157 teachers employed, of whom 87 were men and 70 women. The ancient languages were studied by 970 pupils, and the modern by 460. The libraries numbered about 22,000 volumes.

The aggregates of this table, including public and other high schools, represent, as the superintendent remarks, a grand educational power. There are 5,731 young men and women taught by 234 well educated instructors. The larger number of these students are pursuing the higher branches; 1,968 study the ancient, and 821 the modern languages. They have free access to libraries containing nearly 25,000 volumes. The cash value of buildings, furniture, lots, and apparatus of 86 of these schools, is estimated at $1,100,000.—(Report of the State superintendent, 1875–'76, pp. 549–555.)

Special reports were received by the United States Bureau of Education from 35 of the above class of schools, 1 for girls and 34 for both sexes, having 3,465 pupils under 115 teachers. Of these, 642 are in classical studies, 217 in modern languages, 169 preparing for a classical course in college, and 36 for a scientific course. Drawing is taught in 16 of these schools, vocal music in 16, and instrumental music in 18. Chemical laboratories are reported by 13, apparatus for the illustration of natural philosophy by 22, and libraries of 50 to 4,000 volumes by 20.

PREPARATORY SCHOOLS.

Five preparatory schools report 41 teachers and 418 students. There were 378 preparing for a classical and 40 for a scientific course. Two report chemical laboratories, 3 philosophical apparatus and gymnasiums, and all report libraries having from 100 to 3,000 volumes, and aggregating 6,600.

BUSINESS COLLEGE.

A business college in Manchester, with 3 teachers, reports 133 pupils, studying the common English branches, commercial correspondence, penmanship, book-keeping, banking, and commercial law.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

The 5 departments of this college, namely, academical, scientific, agricultural, engineering, and medical, are so constituted and connected as to secure for each, as far as may be, all the advantages of the institution, and to insure, with diversity and distinctness, a desirable unity. While the college adheres in general to the idea of a settled and well balanced curriculum, it admits, to a certain extent, the elective principle. There is a choice, on entering, between the 3 undergraduate departments, academical, scientific, and agricultural; and in each of these departments a partial course may be taken, embracing two, at least, of the prescribed studies, and securing an appropriate testimonial. In the scientific department there is a choice in the last year, and in the agricultural department in the last two years, between different courses. There are, also, a number of options between particular studies.

The equipment of the observatory, through the liberality of the friends of the institution and of science, has recently been greatly improved. Considerable additions have also been made to the museum of geology and natural history. The gymnasium has the most approved apparatus and furniture. The students attend regular exercise under an instructor, and at other times the building is open for voluntary practice. Large additions have been made of late to the means of assisting indigent and worthy students. Aid is mainly given in the form of scholarships, usually of $70 annually, though in some cases the amount is increased to $100.—(College catalogue, 1876–'77.)

NEW ENGLAND UNIVERSITY OF ARTS AND SCIENCES.

Of this institution, "chartered by the State of New Hampshire," in respect to which a plan was presented in the Report for 1875, nothing further has been heard.

COLLEGES FOR WOMEN.

Three colleges for women, all authorized to confer degrees, report 24 teachers and 270 students, of whom 143 were pursuing preparatory studies; 92 were in regular, 20 in partial, and 15 in post graduate courses. All have libraries, the aggregate number of volumes in them being 2,350. Music, vocal and instrumental, and drawing and painting are taught in all; French and German in 2, and Italian in 1. Chemical apparatus and that for the illustration of natural philosophy are reported by all; 1 has a natural history museum, and 2, galleries of art.

Statistics of Dartmouth College, 1876.

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.....	16	*a*4	0	249	$160, 000	$400, 000	$25, 000	$15, 000	*b*$750	$100, 000	*c*48, 000

a Partially.
b Income from permanent State fund in academic department.
c Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The New Hampshire College of Agriculture and the Mechanic Arts was established in 1866 as a department of Dartmouth College. The course of instruction, as at present arranged, embraces three years, and leads to the degree of Sc. B. During the first year all pursue the same studies, but at the beginning of the second, students are required to select either the special course of agriculture or that of the mechanic arts. The requirements for admission embrace, at present, only the studies pursued in the common schools. There are 12 free scholarships, one for each senatorial district, cover-

ing the charge for tuition. Scholarships have also been established by Hon. John Conant, numbering one for each town in Cheshire County. There are also other scholarships available to students from any part of the State. A valuable tract of 165 acres of land has been secured for an experimental farm by the munificence of John Conant, of Jaffrey. The college has also recently purchased 200 acres of woodland adjoining the farm.—(Dartmouth College catalogue, 1876–'77.)

Thayer School for Civil Engineering.—This department of Dartmouth College was established through the generosity of General Sylvanus Thayer, who gave $70,000 for the purpose. The course is essentially a post graduate one. The design is to give thorough and systematic instruction in fundamental principles and operations pertaining to the principal branches of the science, without aiming to give in detail a technical knowledge of each.—(College catalogue, 1876–'77.)

MEDICINE.

The medical department of Dartmouth College provides a 3 years' course of study. Applicants for admission, unless already matriculants of Dartmouth, or graduates of some reputable college, academy, or high school, are examined as to their fitness to appreciate the study of medicine. The building belonging to this department has been put in thorough repair throughout. New museums of anatomy and materia medica have been furnished; also microscopes, and an extensive collection of microscopical preparations, rendering the appliances for illustration ample.—(College catalogue, 1876–'77.)

Statistics of schools for scientific and professional instruction, 1876.

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.	18	....	74	4	.....	$120,000	$7,000	$4,000	*a*1,500
New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth College.)	12	....	24	3	$120,000	80,000	4,800	*b*150	*c*1,400
Thayer School of Civil Engineering, (Dartmouth College.)	5	....	6	2	*d*3,000	55,000	3,500	360	2,000
SCHOOL OF MEDICINE.									
New Hampshire Medical Institution, (Dartmouth College.)	8	....	75	3	40,000	1,200	72	6,000	1,500

a Society libraries.
b Also $900 from State appropriation.
c Includes society libraries.
d Apparatus.

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

This association was organized in 1854 by about 100 of the teachers of the State assembled at Concord. For the first years of its existence the association held two meetings annually in different sections of the State. Later only one meeting has been held annually, each continuing for two or three days. At these meetings literary essays are read, and various practical educational subjects discussed. They have exerted a great and favorable influence upon educational progress in the State. At these meetings was first agitated the progressive legislation of the State relating to schools, such as the establishment of the office of State superintendent, of State teachers' institutes, and the State normal school.—(Report of the State superintendent, 1875–'76, pp. 307, 308.)

OBITUARY RECORD.

PROFESSOR E. W. DIMOND.

Prof. Ezekiel Webster Dimond, born in Warren, New Hampshire, August 7, 1836, died from disease of the brain at Dartmouth College, Hanover, N. H., July 6, 1876. Left at an early age an orphan, with but slender means, Mr. Dimond laboriously prepared himself for college, and, teaching during both his preparatory and collegiate course, graduated at Middlebury College, Vt., in 1865. The autumn of that year was spent in giving instruction at the Methodist Seminary, Springfield, Vt.; the next year, in studying natural science under Prof. Agassiz, at Cambridge, Mass., till the summer; after which he engaged in lecturing on chemistry at different seminaries for young ladies, in Worcester and elsewhere. In 1867 he published a work evincive of considerable scientific ability on "The chemistry of combustion" as applied to the economy of fuel, with special reference to the construction of fire chambers for steam boilers. The reputation as a scientist and teacher which by this time he had acquired, obtained for him, in 1868, the senior professorship in the New Hampshire State Agricultural College, at Hanover, with the professorship of chemistry in Dartmouth College. Spending some months abroad in preparation for the duties of these posts, he entered with zeal upon those duties, and continued the industrious prosecution of them to the close. A man of excellent natural abilities, of untiring energy, of genial and generous spirit, and of unflagging devotion to his work, his labors both as an instructor and a manager, especially in the agricultural department, are said to have been very valuable. President Smith, in a memorial notice of him, at the opening of the session subsequent to his death, gave him the high praise of being one of the most self-sacrificing men he had ever known, and one, too, of the kindest.—(The Dartmouth, September 7, 1876, pp. 7–9.)

CHIEF STATE SCHOOL OFFICER.

Hon. Charles A. Downs, *State superintendent of public instruction, Concord.*

[Term, 1876 to 1878.]

NEW JERSEY.

STATISTICAL SUMMARY.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children between 5 and 18	312,694	314,826	2,132	.....
Enrolment in the public schools	191,731	196,252	4,521	.....
Average attendance in these schools	98,089	103,520	5,431	.....
Number public schools could seat	172,906	179,711	6,805	.....
Number in private schools	42,434	41,964	.....	470
Number attending no school	76,168	73,733	.....	2,435
Percentage attending public schools	62	70	08	.....
Percentage attending private schools	13	09	.....	04
Percentage attending no school	25	21	.....	04
Percentage schools could accommodate	56	68	12	.....
TEACHERS AND THEIR PAY.				
Number of male teachers in public schools	946	978	32	.....
Number of female teachers in public schools	2,307	2,306	.....	1
Average salary paid male teachers a month	$67 65	$66 42	.....	$1 23
Average salary paid female teachers a month	37 75	37 39	.....	36
SCHOOL DISTRICTS AND PROPERTY.				
Number of school districts	1,371	1,368	.....	3
Number of school buildings	1,539	1,532	.....	7
Number of school departments	2,948	3,046	98	.....
Number of undenominational private schools.	240	235	.....	5
Number of denominational private schools	106	103	.....	3
Districts in which school-houses are very poor.	101	75	.....	26
Districts in which school-houses are poor	116	102	.....	14
Districts in which school-houses are medium.	285	259	.....	26
Districts in which school-houses are good	473	490	17	.....
Districts in which school-houses are very good.	372	451	79	.....
New houses erected	40	47	7	.....
Refurnished or remodelled	73	66	.....	7
Districts without school-houses	24	5	.....	19
Buildings valued at $100 or less	38	20	.....	18
Buildings valued between $100 and $500	339	294	.....	45
Buildings valued between $500 and $1,000	387	389	2	.....
Buildings valued between $1,000 and $5,000	557	581	24	.....
Buildings valued between $5,000 and $10,000	94	117	23	.....
Buildings valued between $10,000 and $20,000.	52	51	.....	1
Buildings valued above $20,000	72	80	8	.....
Average value of school-houses outside of cities.	$2,142	$2,238	$96	.....
Average value including those of cities	4,085	4,209	124	.....
Total valuation of school property	6,287,267	6,449,516	162,249	.....
INCOME AND EXPENDITURE.				
Receipts.				
From State tax	$1,298,579	$1,285,462	.....	$13,117
From local tax	941,117	759,305	.....	181,812
From permanent fund	31,769	70,524	$38,755	.....
From other sources	40,000	39,125	.....	875
Total receipts	2,311,465	2,154,416	.....	157,049

Statistical summary — Continued.

	1874–'75.	1875–'76.	Increase.	Decrease.
Expenditures.				
For sites, buildings, and furniture	$548,869	$407,768	.....	$141,101
For libraries and apparatus	750	2,175	$1,425	.....
For salaries of superintendents	28,770	36,950	8,180	.....
For salaries of teachers	1,731,816	1,511,701	.....	220,115
For miscellaneous or contingent expenses	30,780	195,822	165,042	.....
Total expenditure for public schools	2,340,985	2,154,416	.....	186,569

(Report of State Superintendent E. A. Apgar for 1875–'76, pp. 8, 9, and return to Bureau of Education.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Sketch by Hon. Ellis A. Apgar, prepared for Kiddle and Schem's Educational Encyclopedia; Nixon's edition of Elmer's Digest of the Laws of New Jersey; Statute Laws, from 1824 to 1874.

FIRST LAYING OF FOUNDATIONS.

The Dutch and Swedes and Finns, who were the earliest colonists of what is now New Jersey, left little trace behind them of efforts for the education of their children. The Presbyterians, Independents, and English Friends, by whom these first settlers were succeeded, did much in this direction, under the authority of their several religious organizations. The school-house was the general attendant of the place of worship, and the schoolmaster was quite frequently the appointee of the church session or of the meetings of the Friends. The latter appear to have been the first to lay the basis of a settled fund for education by dedicating to this purpose in 1683 the proceeds of the sale or lease of a valuable island in the Delaware. And while the whole State was under them as its "proprietors," the first New Jersey law for the establishment of schools was passed by their general assembly at Perth Amboy, October 12, 1693. This enacted that the inhabitants of any town within the province, under warrant of a justice of the peace of the county, might meet when they should think fit, and make choice of three men of the town "to make a rate for the salary and maintenance of a schoolmaster;" and the consent and agreement of the major part of the inhabitants to such a rate should bind the remaining part to pay their proportion of it, under pain of distress upon their goods for failure. By this law, with only an amendment looking to an annual election of the school committee and to a central and convenient location of the school-house, schools were established in all portions of the province where the inhabitants desired them and the population warranted them, throughout the colonial times.

BUILDING ON THESE FOUNDATIONS.

When the province became, after the revolutionary war, an independent State, a number of these schools still existed, under the law and custom of provincial times, though private schools, sustained by voluntary payment of tuition fees, had generally come to be the rule. The free schools, where they did exist, lived only by permissive action of the State, and for a long while had no aid from her. On the 9th of February, 1816, came the first promise of an improvement in this condition of affairs. At that date an act was passed directing the State treasurer to invest in the 6 per cent. bonds of the United States the sum of $15,000, to form the basis of a State school fund, and to be increased at the end of every year by reinvestment of the interest received. The next year there was an augmentation of the fund by act of the legislature; and, interest in the matter growing as time advanced, in 1818 the chief officers of the State government were made "trustees for the control and management of the fund for the support of free schools." The due control of it being thus assured, the amount of it was increased to $113,238.78.

In 1820, following this provision of a State fund for free schools, came another not less important: the authorizing of the inhabitants of any township to raise by taxation means for the education of pauper children and of those of parents too poor to pay for schooling. The designation of such only as the objects for assistance was,

of course, unwise, tending to degrade the schools in which they should be taught, and cause these to be looked upon as "pauper schools;" but this was an error shared for the time with the greater portion of the States, while the idea of aiding the poor to acquire an education was certainly commendable.

In 1824, December 28, provision was made for steady increase of the State school fund by the addition to it of one-tenth of the State taxes for each year, and in 1828 the town meetings had the privilege of raising money for the erection or repair of school-houses added to that of raising it for the education of poor children.

An extensive investigation made in this same year having shown that one-third of the children of the State were growing up without any education, the legislature was awakened to some conception of its duty, and passed in 1829 the first comprehensive State school law. Its provisions were that there should be in each township an election of a school committee, whose duties should be to divide the township into convenient school districts; to examine and license teachers for the schools; to visit these, at least every six months, with a view to inspection of their working and condition; to make report of that condition to the annual town meeting; and to have this report sent to the governor, to be laid before the legislature. On the division of the township into districts they were to call annual district meetings, at which should be chosen three trustees, who were to provide for their respective districts suitable school-houses, determine how many months the school should be kept open, and make a list of the children in the district between 4 and 16 years of age, which list should be the basis for the apportionment of the public school money. This school money, $20,000 annually for the whole State, was to be divided among the counties in proportion to the amount of taxes paid by each, and among the school districts in proportion to their school population.

A SET-BACK.

In 1831, February 16, through the influence of the friends of private and church schools, this newly established school system was abolished, and a law enacted for the limitation of the State appropriation to the education of poor children alone, and the distribution of it to private and parochial as well as public schools. By the same law district boundary lines were swept away, and teachers were no more required to be examined.

RENEWED ADVANCE.

All this was so much opposed to the advancing educational sentiment in favor of free unsectarian schools that it could not be long endured, and on the 16th of January, 1838, a called convention of the friends of such schools met at Trenton, and, after due debate of the whole subject, appointed a committee to issue an address to the people of the State. This drew forth such a demonstration in favor of public schools free from all denominational control that the legislature, March 1, 1838, repealed the act of 1831, and restored the main features of that of 1829, with some improvements. The division of the State into school districts was renewed, and so was the distribution of the public money to the districts for the benefit of the public schools alone. The examination and licensing of teachers, as a necessary preliminary to their engagement in all schools aided by the State, was restored; and while making these restorations the opportunity was seized to engraft upon the school system some better features than it had before possessed. Thus the State appropriation was raised from $20,000 to $30,000 annually; the minimum school age from 4 to 5 years; the examination of teachers, from the occasional work of a township school committee to the regular one of a county board of examination; townships were called on to meet the State appropriation for the schools with a tax levy of double the amount of State money received; and the odious mention of pauper children as the only ones entitled to State aid was abandoned.

In 1845 came another mark of progress. A supplementary school law was passed, March 1, authorizing the appointment of a State superintendent of public schools for the counties of Essex and Passaic, with liberty for other counties to avail themselves of this supervision, by resolution of the boards of freeholders. The next year, April 17, came a more comprehensive law, repealing all preceding school bills, but embracing the best provisions of each one, with the addition of a general superintendency for the whole State and a local one for every township, the township superintendents to visit the schools of their townships every quarter and make report to the State superintendent every year.

In 1851 the legislature increased the State appropriation for the schools to $40,000, this to be annually apportioned among the counties in proportion to their population, and among the townships in proportion to the number of children of school age, (now 5 to 18,) the local tax for school purposes in townships being limited to $3 annually for every child of such age.

A COMPLETED SYSTEM.

As a means of improving the teaching force and giving it a special training for its work, teachers' institutes, with $100 appropriation to each, were authorized March 3,

1854, and a State normal school February 9, 1855; while, as a further encouragement to public education, the annual State allowance for the schools was raised in 1858 from $40,000 to $80,000.

Here matters rested till the conclusion of the civil war, which tasked the resources of the States in general too heavily for much improvement. That ended, a new era in educational affairs began. A State board of education, consisting of the governor and chief officers of state, with the trustees and treasurer of the normal school, was in 1866 put in charge of the school system, the State superintendent thenceforth being its secretary. To correspond with this great change and meet the advanced requirements of the time, a revised school law was passed March 21, 1867, the powers of the State board and State superintendent being defined, county superintendents coming in place of township ones; and State, county, and city boards of examination were provided for, without a certificate from one of which no teacher in a public school should be entitled to any salary. The district trustees of a township were also constituted a township board of trustees, subject to be called together by the county superintendent for consultation and advice with reference to school management. The State allowance for public schools was made $100,000 instead of $80,000, and the limitation of the district tax to $3 per child was taken off.

The law has, as to these things, remained substantially the same till now; but in 1871, April 6, there was an amendment making the public schools entirely free, and providing for a State tax of two mills on the dollar to enable them to be held as such for 9 months in the year, with an allowance of an additional township tax for this purpose if it should be necessary. In 1874, too, a law was passed requiring all persons having charge of children between 8 and 13 years of age to have them instructed in some way for at least 12 weeks in each year, 6 of which weeks must be consecutive. The next year this was improved in several particulars, tending to give it greater efficiency than has generally been secured by such laws in the United States.

ADMINISTRATION.

As may be seen, the administration at the outset was entirely local; State aid began to be provided for in 1816, State government and supervision in 1845, the full union of the two in 1846; and this was improved and brought to something like its present measure of perfection in 1867, when county superintendence was brought in.

The State superintendents under the laws of 1845 and 1846 were Theodore F. King, 1845–'52; John H. Phillips, 1852–'60; Frederick W. Ricord, 1860–'64; and Caleb M. Harrison, 1864. Under the laws of 1866 and 1867, by which the secretary of the State board of education is ex officio State superintendent, the present incumbent, Hon. Ellis A. Apgar, has held the office by successive elections for terms of three years to the present time.

ELEMENTARY INSTRUCTION.

DIMINISHED RESOURCES.

Referring to the fact that the amount set apart for all school purposes in 1875–'76 was much less than in 1874–'75, Superintendent Apgar says that the districts not entitled to a definite sum must, in consequence, receive much less per child than formerly. The per capita apportionment must be $4.24 instead of $4.49. "This reduction is due to two causes: first, a decrease of $6,558,190 in the taxable property of the State, making a difference of $13,116.38 in the amount derived from the two-mill tax; and, secondly, a large increase (14,694) in the school census upon which the apportionment is based. The aggregate reduction per child to large districts and to those having less than forty-five children amounts to from 50 to 60 cents. This is greatly to be regretted, and it is feared that it will have a serious effect upon the schools. Local taxation to supplement the deficiency must be resorted to, or the terms during which the schools are ordinarily kept open must be shortened. It is hoped that the people will raise by district tax the amount needed to keep the schools up to their previous standing both in length of terms and general efficiency."—(State report for 1875–'76, p. 10.)

LARGE ATTENDANCE ON THE SCHOOLS.

The total enrolment for 1875–'76 increased 8 per cent. over that for 1874–'75, and the attendance upon public and private schools amounted to 79 per cent. of the whole school population. Nearly all the children between 7 and 16 are believed to have attended school during some part of the year.

The increase in enrolment and average attendance is looked on by the superintendent as highly gratifying. Though the number of school age increased but 2,132, the enrolment in the public schools increased 4,521, and the average attendance 5,431. The number attending no school diminished 2,435.—(State report, pp. 13, 14.)

GOOD SCHOOLS THROUGH GOOD TEACHERS.

The qualifications of teachers affect so greatly the character of schools that it is always pleasant to find evidence of effort to have the teachers such as they should be.

In New Jersey this effort is apparent. The examinations for teachers' certificates are mainly conducted by county boards, composed of the county superintendent and of first grade teachers chosen by him; and as the county superintendent is selected by the State board on the ground of capacity and not of politics, and has to stand the test of acceptance or rejection by the county freeholders, the examinations are generally real trials of qualification, not being mere formalties. As a consequence of this, only 70 men and 42 women received first grade county certificates during the past year; 134 men and 119 women second grade ones; far the greater part of the examined candidates, 596 men and 1,161 women, having to content themselves with third grade ones, while 713 applicants failed to pass at all. This augurs well for the future of the schools, for incapable teachers only spoil their pupils.—(Report, p. 11.)

WHAT THE CENTENNIAL SHOWED.

It is pretty fair evidence of the good discipline of the New Jersey schools, that besides 2 colleges and 33 private schools, 1,184 ungraded public schools in the State, with 230 graded schools and 8 high schools, contributed to the educational exhibit at the Centennial; only 120 of the public schools failing to represent themselves, and only 5 per cent. of the teachers abstaining from participation. The number of pupils who furnished work was about 14,000; the number of specimens of all kinds and from all sources placed in the school exhibit of the State, 17,662.

The character and extent of the studies pursued were shown from the fact that the exhibit made consisted of drawings, maps, mathematical operations, penmanship, grammatical analysis, composition, and primary work, besides herbaria, mineralogical and zoölogical specimens, chemical products, crayon portraits, water color sketches of New Jersey birds, and various mechanical contrivances, all from the pupils of the schools.

The general thoroughness of the instruction given was evinced in the great completeness of the work presented and its high excellence in most respects. In map drawing and penmanship a rank beyond that of many States and up to that of the very best was confessedly attained. In mathematics, composition, and grammar, the superintendent holds that "the exhibit was equal to that from other States, excepting a limited amount furnished by the high schools in a few of the larger cities of the country." In artistic drawing it is admitted that Massachusetts made the best display, but Mr. Apgar thinks that with the other States New Jersey fairly held her own; while as to the general completeness of her educational collection he cites testimony from the American Bookseller, Pennsylvania School Journal, and New York Tribune, to show that in this respect she stood among the first if not herself the very first. County and city superintendents, teachers, and pupils, all seem to have labored with great unanimity to secure the results obtained

The exhibit, as a whole, will be preserved in a room at the State-house, and will form the basis of a growing museum of school work, all meritorious work being receivable at any time, that there may be a constant stimulus to excellence.—(State report, pp. 21–28.)

KINDERGÄRTEN.

Of these happy combinations of domestic freedom and school training and instruction, 10 make report of themselves for the year past, all speaking in high terms of the effect of the training in securing habits of attention, order, quick perception, and ready submission to mild discipline. Of the 10 reporting schools, one seems to embrace two departments, a German and an English, under the same teachers. Another in the same city, Newark, is not heard from. One existing last year at Hackensack does not report itself, and another at Plainfield; a preparatory department of still another school has been given up. For further particulars see Table V, in appendix.—(Returns to Bureau of Education for 1875–'76.)

CITY SCHOOL SYSTEMS.

CAMDEN.

Officers.—A board of education and city superintendent of public schools.

Statistics.—Estimated population, 40,000; children of school age, 10,842; enrolled in public schools, 5,270; in private and parochial, 1,200; average attendance in public schools, 4,039; that in others not given. Teachers in public schools, 103; wages of these, $350 to $1,600 for primary and grammar schools. No high school existent. Salary of superintendent, $1,084. Receipts for public schools, $86,751; expenditures, $86,363; average expense per capita, based on average daily attendance, $17.23.

It appears that evening schools have been maintained, but there are no statistics of them except the wages paid teachers, $30 to $40 a month.—(Return to Bureau of Education from Superintendent H. L. Bonsall, for 1875–'76.)

ELIZABETH.

Officers.—A board of education and city superintendent of schools.

Statistics for 1875–'76.—Population, 25,000; children of school age, 6,517; enrolled in

public schools, 4,547; in private and parochial, 1,800. Average attendance in public schools, 2,293; in private and parochial, 1,779. Teachers employed in public schools, 59; in private and parochial, 62. Salaries of teachers in public schools, $350 to $1,600, the latter for principal of high school; salary of superintendent, $500. Receipts for public schools, $43,624; expenditures, $41,986. Average expense per capita, based on average daily attendance, $18.07.

Notes.—Two evening schools have been maintained, enrolling 561 male pupils, and 38 females, under 3 male and 7 female teachers. Total average attendance, 215.

The superintendent says that, notwithstanding a decrease of 328 in the number of children of school age, the enrolment in the city schools was 646 greater than in 1874–'75. The average daily attendance has not increased in the same proportion, the advance in this having been 11 per cent. against 20 per cent. advance in enrolment.—(Report of State superintendent, pp. 3 and 4 of appendix, and return from Superintendent E. D. Smith.)

JERSEY CITY.

Officers.—A board of education and city superintendent of public schools.

Statistics.—Estimated population, 120,000; children of school age, 38,068; enrolled in public schools, 19,463; in private and parochial, 8,000; average attendance in public schools, 10,058. Teachers in public schools, 273; wages of these, $360 to $3,000. Salary of superintendent, $3,500. Receipts for city schools, $223,514; expenditures, $225,932. Average expense per capita, based on average daily attendance, $21.27.

Notes.—The grades are primary, grammar, and high. No city evening schools are mentioned; but there appears to be a city normal school, as salaries of teachers in such are given, though no other statistics of it appear.—(Return for 1875–'76 from Superintendent Dickinson to Bureau of Education.)

NEWARK.

Officers.—A board of education of 30 members, 2 for each ward, and a city superintendent of schools.

Statistics for 1875–'76.—Population about 120,000; children of school age, 37,206; enrolled in public schools, 17,356; in private and parochial, 7,378; average daily attendance in the public schools, 10,933; number of teachers in these, 282. Wages of teachers, in primary schools, $300 to $1,200; in grammar schools, $425 to $2,000; in high school, $800 to $2,400. Salary of the superintendent, $2,500. Receipts for public schools, $217,038; expenditures, $208,033. Expense per capita based on average daily attendance, $20.23. A city normal school, with 4 teachers and 135 pupils, has been conducted during the year; and evening schools, with 36 teachers and 1,479 enrolled scholars, also appear. The city high school had 5 male and 7 female teachers, with 176 male and 278 female pupils on its rolls; average attendance, 342.

Notes.—Music appears to have been taught by a special teacher or teachers at a salary of $1,500; but there is no mention of special instruction in drawing or penmanship. The superintendent says that the school accommodations do not keep pace with the increase of the school population. Much as they have been needed there have been no new school-houses built during the year. A large number of children, probably in some measure from this cause, attend no school; but from those reported as non-attendants, 12,742, about 3,000 must be deducted for the number between 5 and 6 years old, who are not admitted to the public schools, and perhaps 6,000 more for those over 15, who are irregular in their attendance.

As evidence of improvement in the instruction given, it may be noted that there was a larger proportionate number of successful applicants for admission to the high school, and also a decided improvement in the general appearance of the papers presented.—(Return to Bureau of Education, and report of Superintendent Sears, in State report, pp. 10–13.)

NEW BRUNSWICK.

Officers.—A board of education, and city superintendent of schools.

Statistics.—Population, about 18,000; children of school age, 4,956; enrolled in public schools, 2,455; in private and parochial, 1,183; average attendance, including that on evening schools, 1,638. Teachers employed in public schools, 42; salaries paid these, $300 to $1,400. Salary of city superintendent, who is principal of all the public schools, $2,500. Receipts for public schools, $85,610; expenditures, $85,610. Average expense per capita, based on average daily attendance, $17.37.

Notes.—An evening school has been maintained, with 3 male teachers and 1 female, an enrolment of 130 males, and an average attendance of 95.

The schools are graded as primary, grammar, and high, with a course of four years for each, and a steadily increasing proportion of the pupils is said to be passing up to the higher departments.

The attendance, notwithstanding a great prevalence of sickness, is reported to have been exceptionally good, the percentage in the high school and grammar departments having been 95.5 on the average enrolment, and that for all the schools, 93.6. No less

than 274 pupils were present every day during the year; and of this number, one young lady, Mary Bessonett, had completed 8 years without the loss of a day.

A great advance in school accommodation has been made by the erection of a new high school building in a healthy location on the finest avenue of the city. In its construction great care was taken to secure large isolated rooms, properly lighted, heated, and ventilated; and, so far as a three months' occupancy can test a building, the superintendent thinks that the ends aimed at have been reached. The building cost $50,000, and when completely furnished will accommodate 750 pupils.—(Appendix to State report, pp. 13, 14, and return from Superintendent Pierce for 1875–'76.)

PATERSON.

Officers.—A board of education of 16 members, two from each ward, one-half apparently going out each year, and a city superintendent of public schools.

Statistics.—Estimated present population, 39,000; children of school age, 11,982; enrolled in public schools, 8,459; in private and parochial, 1,500; average attendance, 4,143. Teachers in public schools, 102; wages paid these, $355 to $1,425; salary of superintendent, $2,000. Receipts for public schools, $93,073; expenditures, $92,621. Average expense per capita, based on average daily attendance, $17.97.

Notes.—Music was taught by two special teachers during a portion of the year, and drawing from January, 1876. A city normal school has been kept up, with 4 teachers and 122 pupils; and from October 11 to the midwinter, 5 evening schools, with 21 teachers and 605 enrolled scholars, the teachers in both cases being of the regular corps of city teachers. There has also been a normal class connected with the high school, the course in which occupies a year, and is meant to insure a thorough mastery of the subjects taught in the primary and grammar grades, with skill in discipline, and improved methods of imparting instruction. This class is held to be a valuable auxiliary to the school system, and an important step toward securing teachers more thoroughly trained for their work than the majority of applicants for positions.—(Report of the board of education, and return to Bureau of Education from Superintendent W. J. Rogers for 1875–'76.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TRENTON.

The State normal school, established at Trenton in 1855, is the chief agency for the supply of well trained teachers for the public schools. It has two courses of instruction, one extending through 2 years, the other through 3 years; the former termed the elementary, the latter the advanced course. Both include vocal music and drawing. Graduates from the advanced course receive State certificates of the second grade, valid for 7 years; those from the elementary course certificates of the third grade; each entitles the holder to teach, without further examination, in the public schools of the State for the period covered by the certificate.

The pupils have, during their course, the advantage of observation and practice in an excellent model school, close beside the normal school, the course in which runs up from elementary English studies to a fair range of high school ones. They are boarded at very moderate rates, in well arranged and comfortable buildings provided by the State, quite near the school.

The number enrolled in the year 1875–'76 was 256; the average number in attendance, 205. The graduates numbered 39, of whom 28 were from the advanced course, and 11 from the elementary.—(Report of trustees and principal for 1875–'76.)

FARNUM PREPARATORY SCHOOL, BEVERLY.

This school occupies an excellent building in a pleasant village on the Delaware, 10 miles below Trenton. Erected in 1855–'56 by a wealthy citizen of Beverly, from whom it takes its name, it was offered to the State for its normal school. But that school having just been located at Trenton, this was accepted only as a preparatory school. It receives some aid from the State and has a normal department, but its graduates receive no diplomas, and are not authorized to teach in the public schools without examination.

CITY NORMAL SCHOOLS.

Normal classes — sometimes composed of those who are already teachers, sometimes of those who aim to be such — are maintained in at least 4 cities of the State, Jersey City, Hoboken, Newark, and Paterson. The first does not report the number of its normal pupils, but, from the salary paid its principal instructor, probably includes in its normal class a considerable number of its teachers. The class in Hoboken is said, in the State report, (p. 7 of appendix,) to have graduated 5 in 1876. Newark reports 135 pupils, under 4 teachers, and Paterson 122, under the same number.—(Returns to Bureau of Education for 1875–'76.)

OTHER MEANS OF TRAINING TEACHERS.

County superintendents are required by the rules of the State board of education to encourage the formation and assist in the management of county institutes, in which

the teachers of the several counties receive instruction as to methods of teaching and discipline and all matters connected with school work. From the published reports of the superintendents such institutes seem to have been held in at least the greater portion of the counties, and with much advantage. To them, in some cases, have been added county and township teachers' associations, one of these meeting every three months, and several, in Burlington County, once a month. In Cumberland County the superintendent has endeavored to reach all the teachers by publishing, in the county papers, a series of letters, pointing out practicable means of improvement in the qualifications for their work; this series to be supplemented, in 1876–'77, by another on the best methods of performing that work.

Educational journals, of course, aid much in this direction, and a new one for the State, the New Jersey School Journal, has been set on foot for 1877. It is hoped that the Journal may prove a success.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High schools in connection with the public school system have been established in Elizabeth, Hoboken, Jersey City, Newark, New Brunswick, Orange, Passaic, Paterson, Phillipsburg, and Rahway, while in the model school connected with the State normal school at Trenton, high school studies are pursued by the 2 senior classes. In these different schools, excepting Hoboken, from which no report has been received, there appear to have been 1,607 students under 47 teachers, in courses varying from 2 to 4 years.—(Returns to Bureau of Education for 1875–'76.)

PRIVATE SECONDARY SCHOOLS.

In 7 schools for boys, 9 schools for girls, and 20 for both sexes, outside of the public school system, there have been reported to this Bureau 2,416 pupils under 163 teachers. Of these 510 are in classical studies, 341 in modern languages, 237 preparing for a classical course in college, and 72 for a scientific course. Drawing is taught in 16 of these schools, vocal music in 24, and instrumental music in 24. Chemical laboratories are reported by 10, philosophical apparatus by 16, and libraries of 75 to 2,200 volumes by 16.

PREPARATORY SCHOOLS AND PREPARATORY DEPARTMENTS.

Five preparatory schools report 183 pupils, under 31 teachers, and 1 preparatory department reports 18 pupils. In the 6 schools there were 166 pupils preparing for the classical course and 35 for the scientific. Three report chemical laboratories, apparatus for the illustration of natural philosophy and gymnasiums, and 2, libraries of 50 and 2,000 volumes.

BUSINESS COLLEGES.

Three business colleges report 19 teachers and 398 students. Two pupils were studying Spanish, 7 French, 26 German, 3 telegraphy, and 12 phonography. All these schools teach the common English branches and correspondence, penmanship, bookkeeping, and commercial law, 2 banking and phonography, and 1 telegraphy. One reports a library numbering 575 volumes.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN.

The College of New Jersey, at Princeton, more commonly known as Princeton College, leads all the others in the State, with respect alike to age, accommodations, extent, and influence. Founded as far back as 1746–'47, by the Presbyterians, who largely settled that portion of the State, it has remained since under their control, but it is open, like others, to students of all churches or of none. Its course is full, its faculty most respectable, its buildings excellent, and its apparatus for instruction and illustration large.

Fellowships, worth $600 in some cases, and $250 in others, reward the exertions of specially industrious and meritorious students, and enable them to pursue, for a year after graduation, studies supplementary to those of the college course. These studies may be prosecuted either at the college or elsewhere, but reports of them must from time to time be presented to the faculty. Fellows are now pursuing the highest studies in Princeton, Oxford, (England,) Leipzig, and Berlin.

Its library of 33,000 volumes and 2,000 pamphlets, increased last year by the addition of about 2,000 books and 150 pamphlets. It has two museums with four able curators. Its graduates in the year were 117, its bachelors of arts numbering 109, its bachelors of science, 8. In the intercollegiate contest, January, 1877, a graduate of Princeton stood first in mental science.

Two new professorships have been established, one of architecture and applied

arts, the other an adjunct professorship of mathematics and civil engineering.—(Paper of State superintendent, catalogue for 1876–'77, and letter of Dr. McCosh, January 23, 1877.)

Rutgers College, New Brunswick, (Reformed,) stands next to Princeton in age, influence, and reputation. It has good buildings in a pleasant portion of a pleasant city, near the great centres of population for the State, a faculty with a fair mingling of conservative and progressive elements, and an official recognition from both the General and State governments in the adoption of its scientific department as the State college of agriculture and mechanic arts.

There is no preparatory department. In the classical collegiate course all the studies up to the close of the sophomore year are obligatory. During the junior and senior years some subjects are required of all students; but several others are now made elective, with only the requirement that at least one of these must be pursued. Thoroughness rather than quantity appears to be the rule, though a considerable range of study is provided for, and the plan sketched for going over this is a judicious one. Graduates in 1876: bachelors of art, 27; of science, 2.

The post graduate course, of which mention was made last year, is fully outlined in the catalogue for this year, and embraces moral philosophy and evidences of Christianity, metaphysics, geology and chemistry, higher mathematics, Greek language and literature, modern languages, political and social science.—(Catalogue for 1876–'77, and return to Bureau of Education.)

Seton Hall College, South Orange, (Roman Catholic,) occupies buildings specially erected for its use in 1859–'60, and, beautiful itself for situation, overlooks one of the most charming portions of the State. Under the charge of the Roman Catholic bishop of Newark, it is conducted largely by secular priests, with the aid of some lay instructors. Sisters of charity look after its domestic arrangements and care for such students as need nursing. The course, as in most of our Roman Catholic colleges, is largely patterned on the South European plan, paying special attention to classical studies, as a preparation for professional life, though training for scientific and commercial pursuits is not neglected. Health, manners, and morals are said to be carefully attended to.

St. Benedict's College, Newark, (Roman Catholic,) is a day college, conducted by the Benedictine Fathers, and is designed to give young men a classical or commercial education, combined with thorough instruction in Christian doctrine, and strictly Catholic discipline. The time spent at the college is entirely devoted to recitation and instruction, and lessons have to be studied at home. French, German, and drawing are elective studies. For the benefit of those not prepared for the college classes there is a preparatory department.—(Catalogue for 1875–'76.)

Burlington College, Burlington, (Protestant Episcopal,) having failed to reach a real collegiate rank after many years of effort, has been relegated to the list of preparatory schools. (See Table VII.)

COLLEGES FOR WOMEN.

Four institutions for the superior instruction of young women report for 1876 a total of 49 instructors and 381 students. One of the instructors and 20 of the students are in a preparatory department. The remaining 361 students are: 78 regular collegiate, 6 special, and 5 post graduate. Three of these institutions are authorized to confer degrees. The courses are from 4 to 7 years. All teach vocal and instrumental music, French, German, drawing, and painting. Three report chemical laboratories and apparatus for the illustration of natural philosophy, and 2 a museum of natural history. Three have libraries numbering 1,000, 1,200, and 2,000 volumes respectively.

Statistics of colleges, 1876.

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	26	12	.....	*a*461	$650,000	$950,000	$60,000	$30,000	.....	$66,000	*b*46,800
Rutgers College	13	2	0	120	400,000	313,666	22,748	5,981	$0	25,000	*b*11,500
St. Benedict's College	5	....	18	34	20,000	.....	.....	3,600	.....	.....	*b*850
Seton Hall College	15	....	.....	97	300,000	.....	.....	.....	0	0	*b*6,350

a Also 4 graduate students. *b* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The John C. Green School of Science, a department of Princeton College, provides two courses in general science, one of 4 years, to be pursued by candidates for the degree of B. S.; the other, less determinate, extending into several special departments, to be pursued by students who have graduated as B. A. or B. S., and are candidates for the degree of Sc. M. There are also 4 elective courses from the beginning of the junior year, and a department of civil engineering, the course in which is 4 years. Arrangements have been made for a department of architecture connected with the school of science, to commence with the session of 1877–'78.—(Catalogue of the College of New Jersey, 1876–'77.)

The Rutgers Scientific School, at New Brunswick, is the State college for the benefit of agriculture and the mechanic arts, and presents 3 courses of study: one in civil engineering and mechanics, one in chemistry and agriculture, and one in chemistry alone. During the first and second years the studies of the two former courses are the same, and are meant to form a complete course for land surveyors. During the last two years the subjects of higher mathematics, mechanics, and engineering in the engineering course are replaced in the agricultural by analytical chemistry, practice in the laboratory, and agriculture.—(Report for 1876.)

The Stevens Institute of Technology, Hoboken, established for special scientific training, devotes itself particularly to mechanical engineering, in which it graduated 16 students in 1876. Its course is 4 years. The high school of Hoboken acts as a preparatory department to it. Six students appear in partial courses; 2 in post graduate.—(Return for 1876.)

PROFESSIONAL.

The Theological Seminary, at Princeton, (Presbyterian,) presents a course of 3 years in the usual subjects of theological study, with provision for graduate study beyond this. It is open to persons of every denomination of Christians. Prof. Charles Hodge, long and honorably known for his connection with this seminary, retired at the close of 1876 to a merited repose, and has been succeeded by his son, A. A. Hodge, D. D. This seminary has a noble library, students having access also to the college library.—(Catalogues for 1875–'76 and 1876–'77.)

The Theological Seminary of the Reformed Church in America, at New Brunswick, is also open to all denominations, has a course of 3 years, and a library of more than 20,000 volumes.—(Catalogue for 1875–'76.)

The Drew Theological Seminary, at Madison, (Methodist Episcopal,) has a regular course of study, requiring 3 years for its completion, which is arranged with special reference to the attainments of college graduates. Others are received, but they must pass an examination satisfactory to the faculty in classical and general literature and science. For those not so prepared there is a special course.—(Catalogue for 1875–'76.)

In *The German Theological School of Newark*, at Bloomfield, (Presbyterian,) the course is divided into two departments, the theological and the academic, the latter preparatory to the former. The full course comprises 6 years, 3 in the preparatory and 3 in the theological department.

Statistics of schools for scientific and professional instruction, 1876.

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	16	...	48	4	$130,000	$200,000	$14,000	$4,800	.....
Rutgers Scientific School, (Rutgers College.)	11	....	44	4	.....	116,000	6,960	.....	.....
Stevens Institute of Technology	13	...	127	4	300,000	500,000	30,000	10,250	5,000
SCHOOLS OF THEOLOGY.									
Drew Theological Seminary	13	2	101	3	250,000	80,000	5,600	.....	14,000
German Theological School of Newark	5	0	21	6	25,000	8,000	500	.....	1,000
Theological Seminary of the Reformed Church in America.	5	4	41	3	400,000	260,000	13,500	.....	28,000
Theological Seminary of the Presbyterian Church.	13	7	114	3	300,000	625,000	40,757	.....	28,224

SPECIAL INSTRUCTION.

STATE REFORM SCHOOL FOR BOYS, JAMESBURGH.

The number of inmates for 1876 was 214, of whom 17 were colored and 32 foreign born. Only 71 could read when committed. When the boys are considered fit for removal, which must be not less than a year after their admission, good homes are sought for them, but a guardianship still exercised. The mild but firm discipline maintained has been found in most cases to be productive of good order and fair promise of reform.—(Report for 1875 and return for 1876.)

STATE INDUSTRIAL SCHOOL FOR GIRLS.

The number here in 1876 was 30, of whom 5 were colored and 1 foreign born. Only 4 could read when committed. Reading, writing, arithmetic, spelling, geography, and physiology are taught in the school, and through a due admixture of firm discipline and mild moral suasion, five-sevenths of those admitted are ordinarily made orderly and useful members of society.—(Report for 1875 and return for 1876.)

LIST OF SCHOOL OFFICIALS IN NEW JERSEY.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Term, 3 years from date of appointment.]

STATE BOARD OF EDUCATION.

Members.	Post-office.	Term expires.
Joseph D. Bedle, governor	Jersey City	January, 1878.
John P. Stockton, attorney-general	Trenton	
Robert F. Stockton, comptroller	Trenton	April, 1880.
Henry C. Kelsey, secretary of state	Trenton	April, 1881.
Leon Abbett, president of senate	Jersey City	January, 1878.
Rudolph F. Rabe, speaker of assembly	Hoboken	January, 1878.
Charles E. Elmer*	Bridgeton	April, 1878.
Richard M. Acton*	Salem	April, 1879.
John Maclean, D. D., LL. D*	Princeton	April, 1878.
James Bingham Woodward*	Bordentown	April, 1879.
Benjamin Williamson*	Elizabeth	April, 1878.
Gilbert W. Combs*	Freehold	April, 1879.
Thomas Lawrence*	Hamburg	April, 1878.
Rynier H. Veghte*	Somerville	April, 1879.
John M. Howe, M. D*	Passaic	April, 1879.
Rodman M. Price*	Oakland	April, 1878.
William A. Whitehead*	Newark	April, 1879.
William H. Steele, D. D*	Newark	April, 1878.
Bennington F. Randolph*	Jersey City	April, 1878.
Charles K. Imbrie, D. D.*	Jersey City	April, 1879.
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) sec'y, Ellis A. Apgar.	Trenton	

* Trustees of the State normal school.

COUNTY SUPERINTENDENTS.

[Term, 3 years from date of appointment.]

County.	Superintendent.	Appointed.	Post-office.
Atlantic	George B. Wight	June 24, 1875	Absecom.
Bergen	John A. Demarest	September 21, 1875	River Edge.
Burlington	Edgar Haas	June 24, 1875	Burlington.
Camden	F. R. Brace	June 24, 1875	Blackwoodtown.
Cape May	Maurice Beesley	June 24, 1875	Dennisville.
Cumberland	R. L. Howell	November 2, 1876	Millville.
Essex	Charles M. Davis	June 22, 1876	Bloomfield.
Gloucester	William Milligan	June 24, 1875	Woodbury.
Hudson	William L. Dickinson	June 24, 1875	Jersey City.
Hunterdon	R. S. Swackhamer	June 22, 1876	White House.
Mercer	William J. Gibby	June 22, 1876	Princeton.
Middlesex	Ralph Willis	June 22, 1876	Spotswood.
Monmouth	Samuel Lockwood	June 24, 1875	Freehold.
Morris	Lewis W. Thurber	March 2, 1875	Dover.
Ocean	Edward M. Lonan	June 24, 1875	Forked River.
Passaic	J. C. Cruikshank	June 24, 1875	Little Falls.
Salem	William H. Reed	June 24, 1875	Woodstown.
Somerset	Elias W. Rarick	June 24, 1875	Somerville.
Sussex	L. Hill	February 2, 1876	Andover.
Union	N. W. Pease	June 25, 1874	Elizabeth.
Warren	Joseph S. Smith	September 5, 1876	Asbury.

NEW YORK.

SUMMARY OF STATISTICS.

	1875.	1876.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth, 5 to 21 years of age	1,583,064	1,585,601	2,537	
Enrolled in public schools	1,059,238	1,067,199	7,961	
Average daily attendance	531,835	541,610	9,775	
SCHOOLS.				
Average duration of school in days	176	176		
Value of school property	$29,928,626	$31,017,904	$1,089,278	
Number of school-houses	11,788	11,824	36	
TEACHERS.				
Men employed in teaching	7,428	7,687	259	
Women employed in teaching	22,585	22,522		63
Total	30,013	30,209	196	
Necessary to supply the schools		20,000		
INCOME AND EXPENDITURE.				
Receipts.				
State tax	$2,711,635	$2,797,275	$85,640	
Local tax	8,124,128	7,697,036		$427,092
Interest on permanent funds	170,000	170,000		
Revenue from other funds	165,000	165,000		
Other sources	430,493	530,850	100,357	
Total	11,601,256	11,360,161		241,095
Expenditures.				
Sites, buildings, and furniture	1,927,467	1,780,143		147,324
Libraries and apparatus	254,460	221,240		33,220
Salaries of teachers	7,849,667	7,965,804	116,137	
Salaries of superintendents		120,362		
Miscellaneous or contingent	1,569,662	1,471,739		97,923
Total	11,601,256	11,559,288		
SCHOOL FUND.				
Available school fund	3,080,108	3,105,107	24,999	
Permanent school fund	3,080,108	3,105,107	24,999	
Increase in school year	25,336	24,999		337
EXPENDITURE PER CAPITA—				
Of school population		6 12		
Of pupils enrolled		9 08		
Of average attendance		17 91		

—(Special returns to United States Bureau of Education for 1875 and 1876, from Hon. Neil Gilmour, superintendent of public instruction, and State report, 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Randall's History of the Common School System in the State of New York; Sketch by Hon. Victor M. Rice, State superintendent, in special report, 1867; Sketch by Hon. Neil Gilmour, State superintendent, in 22d annual report, and list of superintendents from the same.

BEGINNINGS.

As early as 1633 the original Dutch settlers made arrangements for instruction, and their schools were continued till some time after the occupation of the country by the English, provision being made for one in every parish. The earliest English schools appeared in the beginning of the 18th century, one of the first being what is now Trinity School, New York, opened in 1710. King's College, now Columbia College, chartered in 1754, afforded opportunity for superior instruction, and academies and private schools for secondary and ordinary training; but beyond the setting apart in 1789 of two lots in each township to be afterward surveyed "for gospel and school purposes," no provision looking toward common or free schools seems to have been made till 1795. In that year, April 9, an act was approved which appropriated $50,000 annually for five years to encourage schools in the cities and towns of the State, in which the children of the inhabitants should "be instructed in the English language, or be taught English grammar, arithmetic, mathematics, and such other branches of knowledge as are most necessary to complete a good English education." Arrangements, quite good for that time, were made for the distribution of this State school fund among the counties, towns, and school districts; for the raising by tax in each county of a sum for schools equal to one-half of that apportioned by the State; for the supervision of the schools and apportionment of the school moneys by three to seven commissioners in each town; and for the care and management of them in the districts by boards of two or more trustees. In fact, a very fair school system was arranged, and under it, in 1798, there were 1,352 schools in operation, with 59,660 children taught in them.

This act of 1795 expired by its own limitation in 1800, and although successive governors urged on the legislature a new provision for the support of common schools, nothing was done for them by the State and for the State except the authorizing in 1801 of a series of "literature lotteries," meant to raise $100,000, and the appropriation, April 2, 1805, of the net proceeds of 500,000 acres of State lands to the formation of a school fund. This act laid the foundation of the present fund for common schools, which by its terms was to be invested and accumulate till the interest should amount to $50,000, when an annual distribution of that amount was to be made among the school districts of the State. Only a week later an act was passed to organize a free school society for the city of New York, but this was local as well as limited in aim, and only touched a border point of the whole State.

THE FIRST CONTINUOUS SCHOOL SYSTEM.

The hopes and efforts of the friends of common schools found their accomplishment when on February 17, 1812, a committee appointed in the preceding year reported to the legislature a bill which passed that body and secured the approval of the governor. The bill embodied features not differing greatly from those of the law of 1795. Its outlines were as follows: that the several towns of the State be divided into school districts by three commissioners, elected by the citizens qualified to vote for town officers; that three trustees be elected in each district, to have the care and superintendence of the schools to be established in it; that the interest of the school fund be divided among the different counties and towns according to their respective populations, as ascertained by the United States census; that the proportion received by the respective towns be subdivided among the school districts according to the number of children in each between the ages of 5 and 15 years, inclusive; that each town raise by tax, annually, as much money as it receives from the school fund; that the gross amount of moneys received from the State and raised by towns be appropriated exclusively to the payment of the wages of teachers; and that the whole system be placed under the superintendence of an officer to be appointed by the council of appointment. The amount to be distributed by the State under this system was about the same as had been disbursed by the preceding law, but that to be raised by the people to meet this was double what it had been before. Essentially the same officers, with essentially the same duties, were retained. A head was given to the system, which it had not before. Inspectors for examination of teachers and for visitation of the schools were associated with the township commissioners, and authority was given the school districts to raise by special tax a sum sufficient to purchase a lot for the school, to build the school-house, and to keep it in repair.

The generally wise provisions of this system, and the appointment of an intelligent and cultivated lawyer of Albany, Mr. Gideon Hawley, to the headship of it, insured

its success, and, with some amendments suggested by experience, it continued to be the system of the State till 1841.

The amendments to it were substantially: in 1814, that the levying of a town tax equal to the State appropriation to the town should not be optional, but compulsory; that the levying of a like sum, in addition, might be optional; but that failure to make the first levy and to keep a school open for three months should work a forfeiture of the State school money; and in 1822, that the superintendent should have appellate jurisdiction in all controversies arising under the school laws, and that his decision in such cases should be final.

Another alteration, not an amendment, but rendered necessary by peculiar circumstances, was the abolition of the superintendency as a separate office and the making it an appendage to the office of secretary of state.

Augmentations of the State funds for common schools were made at different times, bringing the annual amount in 1827 to $100,000, and in 1838 to $275,000, one-fifth of which last sum was to go for books for district libraries, authorized to be created in 1835; the remainder to the payment of salaries of teachers, a like sum to be raised by local tax among the people.

The literature fund, for aiding academies, looked to for a supply of teachers for the schools, also received in 1827 an increase, bringing its capital up from $35,000 to $245,000, the income from which was directed to be distributed, not, as before, in proportion to the number of students instructed in the classics, but in the ratio of those instructed in classical or higher English studies, or in both.

IMPORTANT CHANGES.

The system of supervision by township officers, absorbed quite generally in other occupations and with little leisure and too often little capacity for school work, proved unsatisfactory. On two occasions, in 1827 and 1840, the State superintendents recommended, in consequence, that it should be dispensed with, and that in lieu of it should be instituted a supervision in counties or other larger districts, by persons competent to investigate the methods of instruction, the qualifications of teachers, and all the operations of the school system. In 1841 these views prevailed, and on the 26th of May in that year the legislature passed a law providing for the appointment, every two years, by the board of supervisors of each county, of a county superintendent, for the general inspection and supervision of the common schools within his jurisdiction. By the same act the number of town inspectors was reduced, provision was made for the establishment of schools for colored children, a deputy State superintendent was allowed, and various other amendments in the existing system made.

In 1843 the offices of town commissioner and inspector were abolished, and a single officer, called town superintendent, substituted. Teachers' institutes, subsequently made a regular part of the State system, took their rise in this same year.

In 1844 the specific instruction of teachers by a course of normal school training was added to the previous one of teachers' classes in academies, by an act passed May 3d to establish a normal school at Albany. The results of this instruction to both the teachers and the schools proved so highly beneficial that seven other normal schools, at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, have been since either established or accepted by the State as a part of its regular school system; the city of New York sustaining also, in its City College and Girls' Normal School, substantially two others of its own.

In 1847, at a special session of the legislature in November, the opponents of county superintendency succeeded in securing the abolition of the office and the passage of a requirement that all appeals from the decisions of local school officers be carried up to the State superintendent. This destruction of the intermediate agency between the town and State superintendency is said to have been followed by a long and sad deterioration in the efficiency of the State system—an efficiency only restored after many years by a reorganization of the system in 1854–1856.

In 1854 the first great step in such a reorganization was effected by separating the office of State superintendent from that of the secretary of state, and giving it, April 8th, to the Hon. Victor M. Rice as head of the department of public instruction; and in 1856 a further advance in it was made by the abolition of the comparatively inefficient office of town superintendent, and the restoration, under a modified form, of county superintendents, now called school commissioners. These acts brought the school forces of the State under the control of an officer devoted wholly to their management, with subordinates whose experience, ability, and full absorption in the work secured a bringing of these forces into higher discipline and efficiency than had previously been possible.

FREE SCHOOLS AT LAST.

Up to 1849 the system of supplying any deficiency in the school moneys by rate bills on persons sending pupils to the schools had continued to prevail, the rate being according to the number of days' attendance of such children. But the trouble which

this involved — by delaying payment of the teachers, inducing litigation with parents as to their rates, and putting a sort of premium on truancy and short attendance — led to the passage of an act on the 26th of March, in the year 1849, establishing free schools throughout the State, and providing for raising, by district taxation, all the supplementary funds for their support. But taxpayers had not yet been educated up to this point, and so the law, though sustained at the annual election by a majority of 157,921 among the voters of the State, met with violent and extensive opposition. This opposition succeeded in carrying through the legislature in 1850 a bill for the repeal of the free law; but the repeal, being submitted to the people, was defeated. The next year, after long and free debate upon the subject, a compromise was effected by which the absolutely free system was discontinued and the levying of rate bills was again allowed, but a much larger sum than previously was to be raised by a State tax and distributed with the other school funds among the districts. So things went on, with comparatively little variation till 1867, when, the public mind being more fully ripe for it, an act was passed abolishing the rate bill system, declaring the common schools absolutely free to all children of the requisite school age, and making provision for supplying by taxation the deficiency arising from abolition of the rates, which rates, in the preceding year, had amounted to $709,025.36. Under this law all obstructions to universal education are removed, and to every child of proper age the school of his district is as wholly free as the air which he inhales or the sunlight in which he basks.

ADMINISTRATION OF THE SYSTEM.

The following gentlemen have been intrusted by the State with the honor of heading the school system and administering its affairs:

As sole State superintendents of common schools: Gideon Hawley, 1813–'21; Welcome Esleek, for a part of 1821.

As State superintendents in conjunction with the office of secretary of state: John Van Ness Yates, 1821–'26; Azariah C. Flagg, 1826–'33; John A. Dix, 1833–39; John C. Spencer, 1839–'42; Samuel Young, 1842–'45; Nathaniel S. Benton, 1845–'48; Christopher Morgan, 1848–'52; Henry S. Randall, 1852–'54; Elias W. Leavenworth, from January 1 to April 8, 1854.

As superintendents of public instruction: Victor M. Rice, 1854–'57; Henry H. Van Dyck, 1857–'62; Victor M. Rice, again, 1862–'68; Abram B. Weaver, 1868–'74; Neil Gilmour, present incumbent, elected first for 1874–'77, and again for 1877–'80.

To Gideon Hawley, first superintendent, is ascribed by Randall the efficient organization of the school system; to Gen. Dix, the introduction of district libraries; to John C. Spencer, the establishment of the principle of thorough supervision; to Col. Young, the ingrafting of normal schools and teachers' institutes on the previous idea of getting good teachers through academies; while to Nathaniel S. Benton, Christopher Morgan, and Victor M. Rice belongs the honor of especially laboring to establish the rule that the State schools should be entirely free.

The deputy State superintendents, introduced under the administration of Hon. John C. Spencer and having very responsible relations to the school work while the secretaries of state were superintendents, have been, Samuel S. Randall, 1841–'46; Alexander G. Johnson, 1846–'49; Samuel S. Randall, again, 1849–'52; Henry W. Johnson, 1852–'54; Samuel S. Randall, a third time, April to June, 1854; Joseph J. Chambers, June 14, 1854, to December 26, 1854; E. Peshine Smith, December 26, 1854, to August 1, 1857; Emerson W. Keyes, August 1, 1857, to August 19, 1865; Samuel D. Barr, August 19, 1865, to November 30, 1868;* James C. Brown, November 30, 1868, to January 9, 1869; Edward Danforth, January 9, 1869, to August 1, 1874; Jonathan Tenny, August 1, 1874, to December 16, 1875; Addison A. Keyes, from December 16, 1875, to the present time.

SCHOOL FUNDS.

The common school fund was established by an act of the legislature, passed April 2, 1805, which provided "that the net proceeds of five hundred thousand acres of the vacant and unappropriated lands of the people of this State, which shall be first sold by the surveyor-general after the passing of this act, shall be, and hereby are, appropriated as a permanent fund for the support of common schools." Subsequently it was enacted that "the proceeds of all lands which belonged to the State on the first day of January, in the year 1823, (except such parts thereof as may have been or may be reserved or appropriated to public use, or ceded to the United States,) together with the fund denominated the common school fund, are to be and remain a perpetual fund, the interest of which is to be inviolably appropriated and applied to the support of common schools throughout the State." In 1838 it was provided that the unappropriated income of the United States deposit fund, which it was estimated would be about

* Randall's History makes Mr. Barr deputy from 1862 to 1868. The matter being referred to State Superintendent Gilmour, he kindly made the needed corrections and additions in the list of deputies from the time of Mr. Randall's incumbency in 1854 to date, and wrote "This list is compiled from official records, and may be relied on as correct."

$50,000 annually, should be added to the capital of the common school fund; and the constitution of 1846 declared that the capital of the fund should be preserved inviolate, its revenues applied to the support of common schools, and the sum of $25,000 annually added to the capital of the fund from the revenue of the United States deposit fund. This is the only constitutional provision for the support of common schools; and the support thus guaranteed is in itself entirely inadequate to the maintenance of a system of public education as extensive as that which, by slow processes, has been built up in this State.

The capital of the fund amounted, on the 30th of September last, to $3,080,107.68, while the revenue, which alone is applicable to the support of common schools, was in 1875 no more than $179,773.15. Of this amount, $170,000 have been appropriated for dividends to common schools, and $5,000 for the support of Indian schools. From these statements it will be seen that the revenue guaranteed by the constitution for the support of common schools in the State would not, upon the present basis of expenditure, support them for a single week in each year. The lands now owned by the State the proceeds of which, if sold, would go to increase the capital of the common school fund, are of comparatively little value; so that hereafter, under existing laws, the capital of the fund is not likely to be increased very materially, except by the amount annually added to it from the revenue of the United States deposit fund. It may not be of any decided advantage to the school system to have a large fund held in trust for its maintenance; certainly it would not be if the constitution were so amended as to require the legislature to make ample provision for the support of a system of free education.

The receipts of the free school fund for the year 1875–'76 were, including State tax, $3,132,725; payments, the same.

Under the amendments to the school law passed last winter, the State treasurer makes to the educational department a monthly statement of the condition of the free school fund, and the bank in which deposits are made and upon which all drafts are drawn furnishes the department a duplicate passbook, showing the amount deposited and withdrawn from time to time. Thus the fund is safely guarded from loss through errors or defalcations.—(State reports for 1875 and 1876.)

ELEMENTARY INSTRUCTION.

PROGRESS OF THE SCHOOLS.

The common schools of the State, notwithstanding the depression in business, received, during the school year 1875–'76, a generous support, were largely attended, and performed their functions as successfully as in any preceding year. The Centennial Exhibition has done much to incite not only educators, but the public generally, to renewed efforts to lay broad and deep the foundations of education, that the youth of to-day may become useful citizens.

That the people of the State are keenly alive to the interests of the common schools is evidenced by the fact that of all taxes assessed and collected no taxes are paid more cheerfully than those for the education of youth. There are some who complain that the schools cost too much, but their number is small. Not only are the people willing to pay the tax necessary for the general expenses of the schools, but, whenever new buildings are to be erected, or repairs are to be made, an increased tax is willingly paid for such purpose, if thereby the greater comfort or pleasure of the children can be subserved. The increasing demand for money for educational purposes has kept and must keep pace with the improvement and development of the State; and it is believed that such was the controlling idea when the change was made by the legislature from a fixed tax levy for the support of schools to a rate per cent. on the valuation of property.—(State report, 1875–'76, pp. 5, 37.)

COMPULSORY EDUCATION.

Special reports made to the State superintendent by city superintendents in respect to the subject of compulsory education show that, except in the city of New York, almost no practical steps have been taken to enforce the law. It is conceded, however, that the moral effect of the law has been good. The superintendent believes that attendance at school has been somewhat increased in consequence of its existence. The effort to obtain statistics showing the workings of the act in the rural districts was much more successful than that of the previous year. The reports of trustees are not, however, especially encouraging, and but little has been done under the law in the rural districts. In most of such districts, in the villages and in the smaller cities, a very large proportion of children between 8 and 14 attend school the prescribed length of time and did so attend before the compulsory education act was passed.

TOWNSHIP SYSTEM.

Since the passage by the legislature of 1867 of the free school act, whereby the old system of rate bills was abolished, the question has been agitated whether the school

districts as they now exist should not undergo a change. In times past, when the bal ance of teachers' wages remaining due after the application of public money thereto was raised by rate bills, it seemed well that the districts as defined should exist; but now, since any balance remaining unpaid is raised by a tax on the district property, the superintendent believes that the necessity for the present system has ceased, and that the schools would be materially benefited, the quality of the instruction improved, the attendance increased, and supervision made more thorough by adopting the township system.

The district boundaries are in many cases very indefinite, and much of the time of school commissioners is occupied in adjusting differences and difficulties in regard to them, and in setting off property, first to one district and afterward to another. Frequently, too, these changes are the cause of bitter quarrels. In short, the superintendent believes that the existence of the present district system is detrimental to the interests of education, and recommends that it be abolished, and the township system established in its place.—(State report, 1875–'76, p. 34.)

INDUSTRIAL DRAWING.

The State superintendent issued, in November, 1876, a circular inquiring of boards of education in cities and union schools organized under special acts what action had been taken to carry out the provisions of the law relating to free instruction in drawing. The reports received generally show satisfactory results. Nearly all indicate that efforts have been made to comply with the law. In most of these schools drawing has been taught by the regular teachers, though special teachers have been employed in several. In some of the cities, and also in several of the union schools referred to, drawing has formed a part of the course of instruction for many years. The study has also been introduced into other schools not required by law to make it a part of the regular course of instruction. While the reports generally show a desire to comply with the provisions of the law, and also indicate satisfactory results, it is still thought that a great impetus would be given to the study if special teachers could be detailed to visit the schools where drawing is required to be taught to organize classes and give instruction to the regular teachers.—(State report, 1875–'76, p. 31.)

SCHOOLS FOR INDIAN CHILDREN.

The number of persons between the ages of 5 and 21 years residing on the several reservations is 1,674, a little more than one-half of whom reside on the Allegany and Cattaraugus reservations. There are 28 school-houses, and 29 teachers are employed for terms that will average 34 weeks in each year. The registered attendance of pupils at the several Indian schools during the year 1875–'76 was 1,117, and the average daily attendance 588. These figures do not vary greatly from those presented in the last report, and there is nothing in them calling for special comment. Nearly all the schools were visited during the year either by the State superintendent personally or by persons connected with the department of education, and all were found to be doing well.—(State report, 1875–'76, p. 26.)

KINDERGÄRTEN.

Special reports embracing statistics for 1876 have been received from 15 schools of this class, of which 7 are located in New York City, 3 in Brooklyn, and the remaining 5 in Albany, College Point, Dansville, Irvington, and Rochester. Besides the 15 principals, these schools report the employment of 24 assistants and an attendance of 517 children, who are under instruction in a majority of the schools three and four hours of the day, 3 only retaining them as many as 5 hours. The ages of admittance range all the way from 3 to 10 years, but in a majority of the schools they are from 3 and 4 to 7.

CITY SCHOOL SYSTEMS.

ALBANY.

Officers.—A board of education of 15 members, a city superintendent, who is ex officio secretary of the board, and a superintendent of buildings and repairs.

Statistics.—Pupils enrolled in public schools, 13,941; average enrolment per quarter, 10,224; average daily attendance, 7,998; percentage of daily attendance on number enrolled, 57.

Notes.—The number of sittings has been enlarged during the year to 10,072, an increase of 759; but, as the attendance increases much more rapidly when greater facilities are offered, the provision is still inadequate. There has been an increase of 1,168 in the registered number, and of 658 in the average attendance of pupils, as compared with last year. During the last 10 years the number of registered pupils has more than doubled, and the average attendance has increased 3,658—not quite double, but a most remarkable and satisfactory increase.

A new and commodious building has been erected for the use of the high school,

which numbered in May, 1876, 441 pupils. At the commencement in June, 1875, there were 49 graduates. The number enrolled during the year 1875–'76 was 574. Six evening schools were in operation during the year, with an attendance of 1,230 pupils.—(Report of board of public instruction, 1876, J. O. Cole, superintendent of schools.)

AUBURN.

Officers.—A board of education of 9 members, serving for 3 years, one-third of them going out of office each year. The city superintendent is secretary of the board.

Statistics.—Youth from 6 to 21 years of age, 4,821; total enrolment, 2,543; average number belonging, 1,806; average attendance, 1,696; percentage of attendance, 94.09. Number of public school teachers, 47; all but two of them women. Expenditures for school purposes, $32,985.24. Estimated enrolment in private and parochial schools, 1,200.

Notes.—The attendance has steadily become more regular as tardiness has diminished; the percentage of attendance being better than ever before in the history of the schools. The course of study, embracing primary, grammar, and high grades, occupies 12 years, 4 for each grade. From the fact that but a very small number of those who commence the course remain long enough to secure any considerable part of the advantages offered, it is suggested that the care of the inferior grades of the schools is the most important trust confided to school authorities. From the reports for the closing month of the year it appears that the average number of children belonging in the first three grades was 963; for the second 3 years it was 545; for the two grades completing the grammar school course it was 200; while for the remaining four years of the high school course the number was reduced to 115.—(Auburn report, 1875–'76, B. B. Snow, superintendent.)

COHOES.

Officers.—A board of education of 10 members and a city superintendent of schools.

Statistics.—Children in the city between 5 and 21 years of age, 9,607; attending public schools, day and evening, 2,443; average attendance on day schools, 1,399; schools, 24; teachers, 33.

Notes.—The schools are graded as primary, intermediate, grammar, and high. There were also 8 evening schools sustained, with a total average attendance of about 500 pupils.—(Report of board of education, 1875–'76, Oliver P. Steves, superintendent.)

ITHACA.

Officers.—A board of education of 12 members, holding office for 3 years, one-third going out each year. The secretary of the board is superintendent of schools.

Statistics.—Children of school age, 2,407; registered in the schools, 1,769; average number belonging, 1,245; average daily attendance, 1,158; percentage of attendance on number belonging, 93; cost per pupil on average number belonging, $17.15; teachers, 31.

Notes.—The system embraces primary, intermediate, grammar, and high departments, each of which includes 3 years, the high school having, in addition to the regular studies, a preparatory course of 1 year. The several courses of study in the high school are arranged with reference to the requirements of the neighboring university, and quite a number attend with the view of qualifying themselves for it. More than one-third of the 200 pupils attending during the year were non-residents, who paid in tuition the sum of $1,109.50.—(Report of board of education, 1875–'76, L. C. Foster, superintendent of schools.)

KINGSTON.

Officers.—A board of education of 10 members holding office 3 years.

Statistics.—Persons of school age, 2,770; enrolled in schools, 1,814; average number enrolled, 1,125; average daily attendance, 1,062; sittings in the schools, 1,427; volumes in the district library, 1,981.

Notes.—The schools below the high school course are graded as primary, junior, and senior, each of these occupying three years. The three years' course in the high school is supplemented by a post graduate course of one year. Latin, Greek, French, and German are taught. Book-keeping, surveying, natural history, German, and other tusdies are optional.—(Report of board of education, 1875–'76.)

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 appoints 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.

Statistics.—Number of children of legal school age, (estimated,) 375,000. Enrolment

during the year, 252,155; average daily attendance, 122,518; number of teachers, 3,247, of whom 335 are men, and 2,912 women, 132 of the former being employed in the evening schools. Number of schools, 308. The salaries of teachers range from $500 paid assistants in primary schools to $3,000 paid principals of grammar schools, and $5,500 to principals of normal schools. The salary of city superintendent is $5,500, and that of the assistant superintendents is $4,500. Total expenditures for public school purposes, $3,948,100.31.

The enrolment in the evening schools, exclusive of the high, was 20,676; average attendance, 9,038; number under 12 years of age, 18; number between 12 and 15 years, 11,375; number 16 to 18 years, 4,297; number 18 to 21 years, 2,265; number over 21 years, 2,694. Of 260 classes examined in these schools, the instruction in 152 was found excellent; in 97 it was good; and in 1 fair.

Notes.—The system comprises primary, grammar, corporate, and evening schools, the nautical school, the normal college and training school connected with it, and the Saturday normal school for teachers. Four of the 108 grammar schools and 3 of the 115 primaries are for colored children. One of the 35 evening schools is a high school.

There was during the year a decrease of 2,567 in enrolment, and an increase in the average daily attendance of 1,560. The average enrolment during the year was about 72 per cent. of the total enrolment, and the average attendance was nearly 90 per cent. of the average enrolment, showing a little more than 10 per cent. as the average rate of absenteeism, an increase of about 1 per cent. over last year; there having been a retrogradation of 4 per cent. in the colored schools, but an improvement of 1 per cent. in the grammar schools. The average attendance, as compared with enrolment, shows an increase of 9 per cent.

The number of pupils the schools will accommodate is 2,000 more this year than last, and yet there were 9,142 pupils refused admission during the year for want of accommodations. A decided improvement is reported in the character of instruction and in the discipline. There were 130 pupils suspended for misconduct, of whom 22 were readmitted. The question as to what means of discipline should be used upon those who prove incorrigible still claims serious consideration. The system of expulsion neutralizes, to a considerable extent, the operation of the compulsory attendance department, as the very boys who are placed in the schools at considerable expense are often in a few days expelled as incorrigible. Many parents, moreover, finding the public school teachers unable to govern their unruly children, send them to parochial or industrial schools. The average attendance of pupils in such schools increased during the year more than 5 per cent., and enrolment in them has increased during the last 10 years nearly 90 per cent. against an increase of about 13 per cent. in the public schools. This disparity in the growth of the public schools as compared with the others is not accounted for entirely on the ground mentioned, and yet it is believed that the number of children excluded from the schools by the indirect operation of the system is large.

The new course of study, making drawing a regular and graded study in the grammar and primary schools, has introduced a reform which was very much needed, as previously the work was not uniform and the grading was left to either special teachers, principals, or class teachers. The new plan has not been in operation long enough to admit of a report of results. The graded system of teaching music has made some progress during the year, though hitherto the results of teaching this branch have been unsatisfactory. German has been made an optional instead of a general study, and has been restricted to the three higher grades of the grammar schools. Excellent progress has been made in this study, and its popularity is shown by the fact that since it has become optional the number of pupils taking it has decreased but very little. French is now taught in the three highest instead of as before in the two highest grades, and results are hoped for equaling those in German, notwithstanding that thus far this branch has not received the same fostering care that has been given to German.

*The nautical school** has held daily exercises on board the ship St. Mary's, with an average attendance of 109 pupils, 12 more than that of last year. The character of the instruction imparted and of the discipline was excellent. The school studies pursued were reading, spelling, arithmetic, geography, English grammar, penmanship, and map drawing. The success of the pupils in the technical examinations to which they have been subjected, as well as the large number who have graduated as accomplished seamen, attest the high degree of success which has attended this experiment of nautical instruction.

The 46 *corporate schools* are taught by 197 teachers, of whom only 91 are licensed by State or city authority, and had an average attendance of 121,353 pupils. These schools, which are connected with various benevolent and religious institutions, are under the immediate control of their respective boards of trustees, by whom the teachers are appointed, but they are subject to the general supervision of the board of education

* Discontinued since this report.

and its officers. All have been visited and examined during the year, and their modes of instruction and discipline carefully inquired into. Of 154 classes examined the instruction in 37 was found excellent; in 101, good; and in 16, fair. The schools of the Childrens' Aid Society, which are more numerous than those of any other corporate school authority, are very well conducted and carefully supervised.

The compulsory education law meets many obstacles to its full enforcement, among which are the difficulty of ascertaining accurately what children liable to its provisions are engaged in various occupations, and of retaining unruly and truant children after they have been placed there. The want of special provision for vicious children and the want of adequate accommodations for the school population necessitate the refusal of many applications for admission.—(Report of Hon. Henry Kiddle, city superintendent of schools, 1875-'76.)

OSWEGO.

Officers.— A board of education, of 16 members, 2 from each ward, elected for terms of 2 years, one-half going out of office each year, and a secretary appointed by them, who has the general supervision of the schools.

Statistics.— Children in the city between 5 and 21 years of age, 8,845; different pupils registered, 3,917; average daily attendance, 2,770; permanent teachers, 69; children reported as attending parochial and private schools, 1,595. Expenditures for school purposes during the year, $78,633.47.

Notes.—The schools are divided into primary, junior, senior, high, and unclassified. The high school had an average number belonging of 87 during the year 1875-'76, and an average attendance of 75.—(Report of board of education, 1875-'76.)

SCHENECTADY.

Officers.— A board of education of 10 members, 2 from each ward, and a superintendent of schools who is also secretary of the board.

Statistics.— Population of the city, 12,807; children of school age, 4,431; pupils registered during the year, 2,183; average number belonging, 1,597; average daily attendance, 1,493. School rooms, 27. Regular teachers, 33; of music and drawing, 3. Cost of education per capita on average number belonging, $13.79.

Notes.— The grades are primary, intermediate, grammar, and high. An evening school for boys was opened as an experiment, and kept open 23 evenings. It was attended by an average number of 39 pupils, and was considered a success. The high school or classical institute was attended by 126 pupils, of whom 73 studied Latin and 17 Greek. Industrial drawing has been taught, according to law, in all departments of the schools, but without the aid of a special teacher.—(Report of board of education 1875-'76, S. B. Howe, superintendent.)

SYRACUSE.

Officers.—A board of education of 8 members, 1 from each ward, whose term of office is 1 year, and a superintendent of schools, who is clerk of the board.

Statistics.—Persons between 5 and 21 years of age, 16,552; pupils registered, 8,820; average number belonging, 6,624; average daily attendance, 6,228; regular teachers, 206; special, 1. Cost of education per pupil on average number belonging, $19.44; on average daily attendance, $20.68. Expenditures for the schools, exclusive of buildings and permanent repairs, $128,803.43.

Notes.—The grades are primary, junior, senior, and high, each comprising 4 years, and the whole course occupying 12. There are also ungraded and evening schools, which, for a number of years past, have been an important part of the work. The attendance during the year was not so good as usual, owing to an epidemic which prevailed to an alarming extent. The discipline and general order of the schools is reported as superior to anything heretofore attained. Corporal punishment was banished from the schools more than 8 years ago, and each year since that time the schools have improved in respect to the deportment of pupils.

Music is taught in all the grades with remarkable success. The children in the primary schools are able to sing properly, at sight, simple music by number, letter, and notes, in the key of C; the classes in the higher grades are correspondingly advanced in the study. The attendance in the high school is greater than ever before; average number belonging, 275. Latin, French, German, and Greek are taught.—(Report of board of education, 1875-'76, Edward Smith, superintendent.)

TROY.

Officers.— A board of 12 school commissioners whose term of office is for three years, one-third going out each year, and a city superintendent of schools.

Statistics.— Children in the city 5-21 years of age, 17,720; attending public schools, 8,475; average daily attendance, 4,616; estimated number attending private schools, 2,013. Public free schools, 19; private schools, 14. Teachers in public schools, 139; number who taught 28 weeks or more, 133. Expenditures for public schools, $141,029.

Notes.— The school work has been profitable, and in the main, thorough. The citizens never showed more interest in their school system than they have during the past year. It is becoming more and more fixed in the hearts of the people.

The high school building will accommodate 152 pupils. The average number belonging is 92.

Evening schools were held in three wards, there being 596 names registered and an average attendance of 222 pupils.—(Report of board and of Superintendent David Beattie, 1876.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

New York affords to young men and women who intend to become teachers free instruction in 8 State normal schools. During 1875–'76 there were 6,352 pupils instructed in these schools, 2,848 of whom were in the normal departments. The number of normal graduates for the year was 282, and the whole number since the establishment of the normal school system in the State has been 3,463.

Besides these State schools there is the girls' Normal College of New York,* with a 3 years' course of study, in which were, for 1876, a total of 1,409 students, of whom 233 graduated. Including these with the others, we have a sum of 4,257 normal students in that year, with 514 graduates.

In 1875 these schools graduated 256 of their 2,955 normal students, at a cost of $163,892. The average expense of each graduate was, therefore, $640.20. As the State superintendent remarks, however, it is not just to measure the usefulness of these schools by the number of their graduates, for the reason that many pupils attend for one or two terms and then engage in teaching without having completed the course, but having, undoubtedly, received much benefit and become far better teachers than they would have been without any special training.

While fully recognizing the importance of normal schools in the preparation of teachers, the State superintendent is not of the opinion that they must necessarily monopolize the work. He sees no reason why the high schools and the academies and academical departments of union schools should not graduate competent teachers, and he urges upon all such schools to pay great attention, especially during the last scholastic year, to the training of such pupils as propose to become teachers.

In some of the normal schools of the State the primary and academic departments have been permitted, to a certain extent, to overshadow the normal. This, says the superintendent, ought not to be permitted; yet it is difficult to see how any change can be brought about, except by legislative enactment. He considers it unfortunate that the State should, when it so materially enlarged the normal school system 10 years ago, have entered into a sort of partnership with the localities in which the new schools were established, whereby, in consideration of the erection and donation of buildings and grounds, those localities were led to believe that their children and youth would have special educational advantages at the expense of the State, and whereby the normal schools have had attached to their academic departments unnecessarily large primary departments, and wholly unnecessary intermediate departments. He is of the opinion that it would be much better to have the normal schools what they profess to be, institutions simply and solely for the training of teachers for the common schools of the State; that they should be mainly schools where those in attendance should be taught *how* to teach, having previously learned *what* to teach, and that they should not be weighted down with high school and collegiate departments.—(State reports 1874–'75 and 1875–'76.)

TEACHERS' INSTITUTES.

Teachers' institutes were held in 58 counties during the year 1875–'76, giving all the teachers of the State an opportunity to attend, with the exception of those in New York County, to which the law in regard to institutes does not apply. Besides these, an institute was held at Versailles, for one week, for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations. The sessions of the county institutes lasted, in 22 counties, 2 weeks, and in 36 counties 1 week. The aggregate attendance of teachers was 10,991, of whom 3,470 were men and 7,521 women. The whole expense to the State for the organization and maintenance of these institutes for the calendar year 1876 was $13,119.78. Gradually the sessions of institutes have been changing from 2 weeks to 1, and this change, in the opinion of the superintendent, has been for the better. He believes it would be of great advantage to have institutes held in each county twice a year, one for the teachers of the winter and another for those of the summer schools, and recommends that the law be in this respect amended. It is also recommended that the law be so amended that districts which have paid teachers their wages while attending institutes be reimbursed therefor from the public money. With these

*The College of the City of New York, which doubtless sends many of its graduates into the schools as teachers, is not included among the normal schools.

amendments secured, and with means taken to secure a permanent corps of able instructors, teachers' institutes, which, even now, with their imperfections, are productive of much good, will be greatly improved.—(State report, 1875–'76, pp. 23, 24.)

TEACHERS' CLASSES IN ACADEMIES.

Under the law, the regents of the university are authorized to pay for instruction in the science of common school teaching in academies and in the academical departments of union schools selected by them for that purpose. During the calendar year, 1876, 87 of these institutions maintained such classes. During the academic year, 1875–'76, the attendance thereat was 1,726, of whom 590 were young men and 1,136 young women.—(State report, 1875–'76, p. 30.)

EDUCATIONAL JOURNALS.

The teachers of a State are greatly influenced by the school journals which circulate among them. A well conducted paper of this class spreads much important information as to methods of government which have proved effective, or methods of teaching which promise to benefit the schools. It discusses questions which solitary teachers have no other means to secure debate upon. It suggests, by its editorials or communications, new modes of meeting and managing old difficulties. And by its weekly or its monthly issues it brings teachers all over the State into communion like that which is secured at institutes where they are seated together in one hall and listen to instruction from one lecturer.

Somewhat this service has been done for New York by the sprightly School Bulletin, full of all matter relating to the State; the dignified New York School Journal, full equally of matter relating to the city; the National Teachers' Monthly, always ready to discuss whatever question may arise; and Schermerhorn's Monthly, an excellent journal for parents and teachers, which came to an untimely end at the close of 1876 through the much regretted failure of the respectable and useful house by which it had been published. The Journal of Education, another useful paper, published first in Brooklyn and then in New York City, also died within the year.

STATE CERTIFICATES TO TEACHERS.

Eight examinations for State certificates were held during 1875–'76 at different places in the State. Some of the most prominent educators of the State served on the examining committees. Of the 47 candidates who presented themselves several were found to be ineligible from lack of experience in teaching, at least 3 years' experience in teaching being required of candidates for this certificate. Twenty-one of the number examined were recommended as suitable persons to receive State certificates on account of their moral character, learning, and ability to teach. The act passed by the legislature of 1875, whereby the granting of State certificates on recommendation was changed so that they could be issued only upon examination, is regarded as a wise measure. This system of examinations has attracted the attention of many of the leading educators of the State, and is highly commended. That its tendency is to elevate the profession of teaching cannot be doubted.—(State report, 1875–'76, p. 35.)

SECONDARY INSTRUCTION.

ACADEMIES AND UNION SCHOOLS.

The place occupied in most other States by public high schools is in this filled by academies and union schools. Pupils are received into the academies from public grammar schools on condition of receiving a certain State allowance for their tuition. The union schools are public graded schools with academic departments. The number of pupils instructed in the several academies of the State in 1875–'76 was 30,175. The number of pupils attending the higher departments of union graded schools is not given separately, but is doubtless included in the above 30,175, as the report of the regents of the university for the preceding year, 1874–'75, (the latest,) gives 30,154 as the aggregate attendance for that year in academies and academic departments of union schools. The number of students claimed as classical in both, 1874–'75, was 8,354; the number allowed by the regents, 7,577.—(Regents' report, p. viii.)

PRIVATE SECONDARY SCHOOLS.

In 52 schools for boys, 53 schools for girls, and 103 for both sexes, outside of the public school system, there have been reported to this Bureau 19,759 pupils, under 1,216 teachers. Of these, 3,041 are in classical studies, 3,480 in modern languages, 1,321 preparing for a classical course in college, and 673 for a scientific course. Drawing is taught in 142 of these schools, vocal music in 122, and instrumental music in 136. Chemical laboratories are reported by 90, philosophical apparatus by 125, and libraries of 50 to 3,000 volumes by 139, aggregating 106,042 volumes.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Reports for 1876 have been received from 18 preparatory schools and 16 preparatory departments, having a total attendance of 3,835 pupils, under 233 teachers. There

were 1,717 pupils preparing for a classical course, and 684 for a scientific. From the 18 preparatory schools 167 pupils entered college at the close of the last academic year, besides 73 who entered scientific schools. Nine report chemical laboratories; 13, apparatus for the illustration of natural philosophy; 8, gymnasiums; and 12, libraries of 271 to 3,000 volumes, the aggregate number being 13,702.

BUSINESS COLLEGES.

Statistics for 1876 are reported from 23 business colleges in this State, having 112 teachers and 4,344 students. Of the latter, 126 were studying phonography, 121 telegraphy, 288 German, 158 French, and 22 Spanish. The common English branches and correspondence are taught in 22 of these schools; penmanship and book-keeping, in all; the higher mathematics, in 2; surveying, in 1; banking, in 9; commercial law, in 13; political economy, in 4; life insurance, in 1; phonography, in 8; and telegraphy, in 10. Four have libraries of 50 to 500 volumes, aggregating 850 volumes.

SUPERIOR INSTRUCTION.

CORNELL UNIVERSITY.

This institution of learning, founded by the joint bounty of the United States Government, of the State of New York, and of Ezra Cornell, is, in some respects, the State university as far as there can be said to be one apart from the aggregate of colleges. Free tuition is given to all students in the agricultural department, and, besides these, to one student every year from each assembly district of the State, each scholarship being continued 4 years, making the total number of State scholarships 512. These are given to students selected from the various public schools and academies maintained by the people of New York, after yearly competitive examinations, open to both sexes. The university is open to all, irrespective of sex, color, or nationality. There is no separate course or department for women students; the entrance examinations are the same for them as for the young men, and depend upon the course they intend to pursue. The institution maintains no preparatory school. The instruction given is distributed into several departments, some of which are subdivided into schools, and out of these schools and departments there are made up 4 general and 6 technical or special courses, leading to the first degree in arts, literature, science, agriculture, architecture, civil engineering, and mechanical engineering. No regular post graduate courses have been marked out, but such studies are arranged to suit individual wants. Post graduate study is encouraged by the offer of free tuition to all who engage in it, whether they are graduates of this or of other colleges.

Among the special features of this university are liberty in the choice of studies, the prominence given to those which are practically useful, and the absence of a marking system to determine the relative rank of students. Young men having some special trade, as that of carpenter, mason, or machinist, may, in some cases mainly, and in a very few cases entirely, support themselves while carrying on their studies. The University Press, which is amply equipped for doing both job and book work, furnishes a means of partial self support to experienced printers, as well as of education for those students who design to make journalism their business in life.—(University register and catalogue, 1876–'77.)

OTHER COLLEGES.

Brooklyn Collegiate and Polytechnic Institute, (non-sectarian,) embraces collegiate and academic departments, each requiring four years for the completion of the studies. In the collegiate department there are four distinct schemes of study from which students may choose, namely, classical, scientific, liberal, and commercial.—(Catalogue, 1876.)

Canisius College, Buffalo, conducted by the fathers of the Society of Jesus, was opened in 1870. The course of studies embraces preparatory, classical, and commercial branches. —(Catalogue, 1875–'76.)

College of St. Francis Xavier, New York City, is conducted by the fathers of the Society of Jesus. It is a day college, with 5 distinct departments, the post graduate, undergraduate, grammar, commercial, and preparatory.—(Catalogue, 1875–'76.)

College of the City of New York, (non-sectarian,) provides classical and scientific courses, also a post graduate course in civil engineering, and a short commercial course. —(Report of the trustees of the college, 1876.)

Columbia College, New York, (Protestant Episcopal,) embraces in its course of instruction 9 departments, namely, (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) the Latin language and literature; and (9) botany. Free tuition is given students of good character unable to pay; 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.)

Hamilton College, Clinton, (Presbyterian,) embraces collegiate and law departments. The interest of beneficiary funds, amounting to about $3,000 a year, is annually distributed to needy students. The college has recently received a gift of $4,000 from Samuel H. Jarden, of Philadelphia, as a permanent investment, to be known as the Jarden fund for the aid of worthy and loyal students.—(Catalogue, 1876-'77.)

Hobart College, Geneva, (Protestant Episcopal,) embraces a classical course of 4 years, a scientific course of 2, and a course of science and modern languages of 3 years. The last is for the benefit of those who wish without taking the entire classical course to secure full advantage of the English, scientific, and philosophical studies pursued in it.—(Catalogue, 1875-'76, and circular.)

Ingham University, Le Roy, (Presbyterian,) for young ladies, has 5 courses of study, namely, academic or preparatory, classical, literary, music, and fine arts. The literary course covers only 3 years, and is intended to meet the wants of such young women as do not wish to study the higher classics or mathematics.—(Catalogue, 1875-'76.)

Madison University, Hamilton, (Baptist,) provides, besides the usual college course of 4 years, scientific and partial courses. The departments of instruction in the collegiate course are: (1) metaphysics; (2) logic; (3) Christian ethics; (4) Greek language and literature; (5) Latin language and literature; (6) modern languages; (7) pure mathematics; (8) applied mathematics; (9) natural history; and (10) civil history, English literature, and oratory.—(Catalogue, 1876-'77.)

St. Bonaventure's College and Seminary, Allegany, (Roman Catholic,) provides classical, scientific, commercial, and ecclesiastical courses of study.—(Catalogue, 1875-'76.)

St. John's College, Brooklyn, (Roman Catholic,) provides a full classical, English, and commercial course. German and French are taught without extra charge.—(Catalogue, 1875-'76.)

St. John's College, Fordham, (Roman Catholic,) furnishes classical and commercial courses of instruction. The commercial course embraces all the branches of a good English education, and is completed in 4 years. The classical course comprises 3 grammar classes, 4 undergraduate classes, and a post graduate department.—(Catalogue, 1875-'76.)

St. Lawrence University, Canton, (Universalist,) embraces collegiate and theological departments, the former including scientific and classical courses. Both sexes are admitted.—(Catalogue, 1876-'77.)

St. Stephen's College, Annandale, (Protestant Episcopal,) is designed especially for the training of such young men as are looking forward to the ministry. The courses are preparatory and classical. There is also a course lasting from 2 to 3 years, which those may take who do not intend to study for a degree, but wish to become candidates for orders.—(Catalogue, 1876-'77.)

Syracuse University, organized in 1871, has established 3 departments, viz, college of the liberal arts, college of physicians and surgeons, and college of the fine arts. In the last is embraced a four years' course in architecture and in painting.—(Circular.)

Union College, Schenectady, (non-sectarian,) provides classical, scientific, and eclectic courses of study, and a course in the Oriental languages. There is also connected with the college a special school of civil engineering, the students of which are admitted to the various departments of the college without extra charge.—(Catalogue, 1876-'77.)

University of the City of New York, New York, (non-sectarian,) embraces departments of arts, of science, of medicine, and of law. In the departments of arts and of science tuition is free. The course covers 4 years. In connection with the department of science there is a school of art, embracing instruction in elementary drawing in lead pencil and crayon, painting in oil and water colors, general principles of composition, ornament, and the arts of design.—(Catalogue of university, 1875-'76.) From a circular issued by the society called Sorosis, it appears that, in response to a petition presented by that society, the university has decided to order examinations for women similar to those established by Harvard and other colleges, and that it further proposes to arrange classes and courses of study for women as soon as the means can be found to supply professors and other requirements of the work.

University of Rochester, Rochester, (Baptist,) affords three courses of study: a classical course extending through 4 years, a scientific course of equal length, and an eclectic course for students who may desire instruction in particular departments without becoming candidates for degrees. The scientific course requires no Greek, and only so much of Latin as is essential to the successful prosecution of the modern languages and the mastery of scientific terminology. In the place of Greek and Latin a more extended course of study is prescribed in physical science, mathematics, history, and the modern languages.—(Catalogue, 1876-'77.)

Vassar College, Poughkeepsie, (non-sectarian,) is exclusively for young women, and embraces preparatory and collegiate departments. In the collegiate course the studies are prescribed as far as the middle of the sophomore year, excepting that there is a choice allowed between the Greek, German, and French languages, only one of which is required. In each following semester every student elects three full studies, or what is equivalent to them, subject to the approval of the faculty. The languages embraced

in the course are Latin, Greek, German, and French. All are required to take Latin, and to elect one of the remaining three as a second language. Students are usually able to take one art study in addition to their regular college work, and are advised to do so when they can, as a valuable element of culture. The arts taught are vocal and instrumental music, drawing, painting, and modelling in clay or wax. The elements of vocal music and drawing are taught in classes without extra charge, while the more thorough courses of personal training are given in individual lessons at fixed fees, outside of the college course.—(College catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Besides Ingham, Elmira, Wells, Rutgers, and Vassar, there are 13 institutions reporting as colleges for women, all but 3 of which have authority to confer collegiate degrees. Length of course, 4 to 10 years. The number of students reported is 2,660; teachers, 216. Of the students, 649 were pursuing preparatory studies, and 253 regular collegiate; 28 were in partial and 22 in post graduate studies. Vocal and instrumental music, drawing, painting, and French, are taught in all these schools; German in 11; Italian in 6; Spanish in 3, and Portuguese in 1. Nine report chemical laboratories, 10 apparatus for the illustration of natural philosophy, 7 natural history museums, 2 astronomical observatories, 5 gymnasiums, and 2 art galleries. All but 1 report libraries of from 225 to 4,000 volumes, aggregating 16,568.

Statistics of universities and colleges, 1876.

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.	12	0	(a)	148	170,895	.....	.....	65,576	615	$0	2,107
Canisius College	13	....	9	121	.....	.....	.....	.....	.....	.....	b11,100
College of the City of New York.	40	0	512	391	269,200	40,750	3,300	0	150,000	.....	b19,600
College of St. Francis Xavier.	27	0	220	110	228,000	172,000	18,757	21,519	.....	.....	b18,000
Columbia College	17	1	0	195	750,600	5,000,000	210,000	12,940	0	.....	17,500
Cornell University	40	0	0	304	840,000	1,281,449	80,000	25,000	35,000	0	39,000
Elmira Female College.	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hamilton College	13	8	.....	152	320,000	260,000	18,000	6,000	.....	50,000	12,500
Hobart College	9	4	.....	51	350,000	126,538	9,523	.....	0	42,777	12,000
Ingham University	10	....	57	40	20,000	0	0	4,450	0	.....	b3,500
Madison University	17	5	105	c85	170,000	405,000	27,894	5,200	0	50,300	12,500
Manhattan College	44	1	582	108	345,300	0	0	52,343	0	0	12,360
Martin Luther College	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rutgers Female College.	15	0	25	34	125,000	0	0	11,500	0	0	.....
St. Bonaventure's College.	30	0	106	69	192,000	0	0	27,828	0	0	5,100
St. Francis College	7	....	75	85	100,000	.....	.....	.....	.....	.....	b400
St. John's College, Brooklyn.	9	0	140	.....	200,000	0	0	5,000	0	0	.....
St. John's College, Fordham.	32	0	74	77	500,000	0	0	50,077	0	0	d6,000
St. Joseph's College	16	....	198	12	120,000	.....	.....	.....	.....	.....	2,000
St. Lawrence University.	10	....	0	47	61,500	172,311	10,610	493	0	.....	7,366
St. Stephen's College	7	0	17	60	143,000	.....	0	0	0	2,000	2,000
Syracuse University	11	.....	.....	179	300,000	150,000	8,000	5,140	0	10,000	8,000
Union College	15	0	.....	165	400,000	450,000	27,000	9,000	0	100,000	b18,000
University of the City of New York.	63	0	.....	53	328,000	185,000	12,350	0	0	5,000	b4,301
University of Rochester.	8	3	0	165	378,662	212,016	15,293	10,433	0	5,000	12,558
Vassar College	30	0	166	205	681,286	281,000	18,376	57,852	0	56,000	9,734
Wells College	11	1	26	66	235,000	100,000	7,000	5,000	.....	.....	b3,700

*From Report of the Commissioner of Education for 1875.
a See Table VI, Part 1.
b Includes society libraries.
c Also 24 graduate students.
d Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of Cornell University offers a full course of 4 years, leading to the degree of bachelor of agriculture, and an abridged course of 3 years. The university farm consists of about 100 acres, exclusive of the experimental farm, the campus, and timber land. A large proportion of the farm is devoted to the raising of food for the domestic animals. Forty acres are used in conducting experiments in the rotation of crops, the various modes of cultivation, the value and application of domestic and imported fertilizers, the hardiness, productiveness, and value of the various grains and grasses, and in originating and testing new varieties. The instruction is given by lectures and recitations, and illustrated with the aid of Auzoux models of plants, domestic animals and parts of animals, and various other collections. Besides the class room exercises, the student devotes as much time as can be profitably spared to actual practice in the botanical, chemical, and veterinary laboratories, as well as in the fields and barns.—(University register and catalogue, 1876–'77.)

The department of mechanic arts of Cornell University reports itself now in a condition to do its work in the most satisfactory manner. Closely connected with the lecture room, in which the theoretical side of the mechanic arts is presented, are rooms for the designing and modelling of machinery, and workshops fitted with power and machinery for working in wood and metals. This shop is conducted wholly as a means of instruction; each student in the department is required to devote at least two hours each day to work in it; and the candidate for the degree of bachelor of mechanical engineering has an opportunity to design and construct machines and apparatus, or conduct experiments approved by the department.

Other scientific courses in Cornell University.—There are 5 courses leading to the degree of bachelor of science, namely: (1) science; (2) scienceand letters; (3) chemistry and physics; (4) mathematics; and (5) natural history. Each of these covers 4 years. The course in civil engineering, which also occupies 4 years, embraces hydraulic engineering, railroad engineering, bridge architecture and construction, topographical engineering, industrial engineering, and mining engineering.—(Catalogue, 1876–'77.)

The school of mines of Columbia College provides 5 parallel courses of study, viz, civil engineering, mining engineering, metallurgy, geology and natural history, and analytical and applied chemistry. The plan of instruction includes lectures and recitations, practice in the laboratories, projects, estimates, and drawings, field geology, and reports on mines and industrial establishments.—(Catalogue of college, 1874–'75.)

The department of science of the University of the City of New York embraces 2 courses, one leading to the degree of bachelor of science, the other to that of civil engineer.—(Catalogue of university, 1875–'76.)

The school of civil engineering, Union College, provides a full course of 4 years, leading to the degree of civil engineer, and a special course for such as desire to study surveying, road engineering, or any other special branch of the course. The instruction is given by constant exercise in mechanical drafting, instrumental field work, and numerical calculation, combined with lectures and the study of text books.—(College catalogue, 1876–'77.)

THEOLOGY.

Auburn Theological Seminary, Auburn, (Presbyterian,) is open to students of every evangelical denomination. The regular course of study occupies 3 full years. A collegiate education, or its equivalent, is required of candidates for admission.—(Catalogue of seminary, 1876–'77.)

General Theological Seminary of the Protestant Episcopal Church, at New York, provides a course of 3 years, embracing departments of biblical learning and interpretation of scripture and of Oriental and Greek literature, systematic divinity, evidences of revealed religion, pastoral theology, and ecclesiastical polity and law. Candidates for admission are examined in English composition, Hebrew and Greek grammars, and the Gospels and the Acts of the Apostles in the original.—(Catalogue of seminary, 1875–'76.)

Hamilton Theological Seminary, Hamilton, (Baptist,) has a course of instruction which has been extended to 3 years. It embraces departments of Hebrew and Old Testament exegesis, of New Testament exegesis, of ecclesiastical history, of Christian theology, of pastoral theology, and of homiletics. Candidates for admission to the regular course must have a collegiate or other preparation for its studies. Students of all Christian denominations are admitted. No charge is made for tuition.—(Catalogue, 1876–'77.)

Hartwick Seminary, near Cooperstown, (Lutheran,) embraces both theological and academical departments. The course of instruction in the theological department extends over 3 years.—(Catalogue, 1874–'75.)

Rochester Theological Seminary, Rochester, (Baptist,) is open to students of all denominations of Christians. The regular course of instruction, which is designed for

graduates of colleges, is completed in 3 years. A shorter course is provided for those who require it.—(Catalogue, 1874–'75.)

Union Theological Seminary, New York, (Presbyterian,) also admits students who are prepared for its course of study, from every denomination of Christians. Candidates must have had a regular collegiate training, or pass an examination on branches usually pursued in college. The regular course occupies 3 full years, and a pledge is required of students to complete a full course, here or elsewhere, unless unavoidably prevented.—(Catalogue, 1875–'76.)

The Tabernacle Lay College, Brooklyn, is a training institution in theology for laymen and women, without regard to denomination. The training is general and special—general, preparing for the discharge of common Christian duties, and special, for certain forms of Christian work. There are preparatory, junior, senior, and theological classes, the latter embracing systematic theology, exercises in exposition, outlines of discourses, and a review of all the studies with reference to the Christian life and work. The full course is 2 years. The college is open five evenings of the week. Most of the students are employed during the day, and support themselves. The instruction is free.—(Circular, 1876.)

The Martin Luther College, Buffalo, is a German-Lutheran school of theology, having in connection with it an elementary parochial school, in which both the German and English languages are taught. The institution is in a good condition. Three students of theology graduated in 1876.—(Letter from the director of the college.)

LAW.

Albany Law School, a department of Union University, provides a course of 1 year, and requires no examination or particular course of previous study for admission; but in order to receive the degree of B. L. the student must have devoted to the study one year exclusive of that comprised in the course of this school. The method of instruction is by lecture, examination, and discussion in moot court.—(Catalogue of college, 1876–'77, and of law school, 1875–'76.)

The Law School of the University of the City of New York provides a course of instruction covering 2 years. Graduates of any college or university who, in their course, have studied the theory and general principles of jurisprudence, and the historical development of the United States and Great Britain, are allowed an advanced standing of 1 year. The scheme of studies embraces the history of the law, jurisprudence, the Roman law, international law, and municipal law.—(Circular of law school, 1876–'77.)

The Law Department of Hamilton College provides a course of instruction of 1 year for college graduates, and of one year and one-third for those who are not graduates. The instruction is given by text books and familiar oral lectures.—(Catalogue of college, 1876–'77.)

MEDICINE.

Albany Medical College has been since 1873 a department of Union University. The method of instruction is to combine, with didactic lectures, clinical lectures, recitations, and practical work in the dissecting room, the examination and diagnosis by students of cases assigned them, with reports and criticisms of the same by the class and the professors. Applicants for admission who are not graduates of colleges are examined as to their fitness for the course.—(Catalogue of college, 1876–'77.)

Bellevue Hospital Medical College, New York, comprises in its course of instruction 7 departments, viz, practice of medicine, surgery, obstetrics, materia medica, physiology, anatomy, and chemistry. The distinctive feature of the college is the union of clinical and didactic teaching, this principle being followed in the case of students attending their first term, as well as of those who are further advanced. The school for nurses in this hospital, described in the Reports of the Bureau of Education for 1873 and 1874, is still continued, and is flourishing.—(Circular, 1876–'77.)

College of Physicians and Surgeons, New York, is the medical department of Columbia College. No preliminary examination is required for admission. Candidates for the degree of M. D. must have attended two full courses of lectures, the latter in this college, and must have studied medicine 3 years under the direction of a regular physician or surgeon. The plan of instruction is by didactic lectures with demonstrations, clinical teaching, recitations, and personal instruction in subjects involving physical manipulation.—(Catalogue of college, 1875–'76.)

The College of Medicine of Syracuse University offers students the advantages of a graded course of instruction, covering a period of 3 years. Applicants for admission, if not graduates of some literary school, are examined in the branches of a common English education.—(Annual announcement of college, 1876–'77.)

Long Island College Hospital, Brooklyn, unites a hospital and medical school for the purpose of securing more thorough demonstrative teaching. The hospital is under the immediate control of the regents and council of the college, and the courses of instruction are given within its buildings, thus making clinical teaching a reality to the student, by cultivating his faculties of observation at the bedside.—(Announcement and circular, 1875–'76.)

The New York Free Medical College for Women, New York, which claimed a system of instruction as broad and liberal as can be obtained in any other institution in the world, and had, in addition to the regular medical course, a department of instruction for nurses, has been closed.—(Catalogue, 1875–'76, and letter to Commissioner of Education.)

The Medical Department of the University of Buffalo gives an important and prominent position to clinical teaching, all the practical subjects presented in the didactic course being fully illustrated at the bedside. Applicants for admission who are not graduates of colleges or other specified schools are subjected to an examination. In order to graduate, students must have studied medicine for 3 years, must have dissected, and must have attended two full courses of lectures, the last at this institution.—(Announcement of medical department, 1876–'77.)

Medical Department of the University of the City of New York.— Clinical instruction constitutes a prominent feature in the plan of education, and the almost unlimited resources of New York offer ample facilities for obtaining familiarity with diseases at the bedside. The student, in order to graduate, must attend two courses of medical lectures, the last at this school, and must also have studied medicine for 3 years, including the lectures, under the direction of a respectable practitioner.—(University catalogue, 1875–'76.)

Woman's Medical College of the New York Infirmary.—The plan of instruction here is arranged to secure a gradation of studies through the 3 years of the student's course. Students before being graduated are examined by a board of examiners, composed of professors from the several medical colleges of the city and from the profession at large.—(Catalogue, 1876.)

The Eclectic Medical College of the City of New York admits both men and women to its classes, and requires for graduation 3 years' study of medicine under the supervision of a reputable physician, and attendance upon two full terms of instruction in an incorporated medical institution, the last of which shall have been this college.—(Catalogue, 1876–'77.)

The New York Homœopathic Medical College provides, in addition to its old course of 2 years, a 3 years' graded course, and, as an inducement, offers a large reduction in the price of tuition to those students who pursue the graded course. The examinations for graduation are very strict, and are conducted first by the faculty, and afterward by a board of censors composed of physicians who are not connected with the college.—(Annual announcement, 1876–'77.)

The Medical College and Hospital for Women, New York, has adopted a 3 years' graded course of study, and demands for admission a good English education. The college is thoroughly equipped with every material and apparatus requisite for medical instruction.—(Announcement, 1874–'75.)

The New York College of Dentistry offers a course of 2 years, embracing operative and mechanical dentistry, chemistry, metallurgy, histology, anatomy, physiology, general pathology, oral surgery, therapeutics, and materia medica. The college has established, as a public charity, an infirmary where the worthy poor and the inmates of the charitable institutions of the metropolis are treated by the students of the college under the supervision of the attending dental surgeons, thus affording the student practice in every conceivable operation in dentistry.—(Announcement, 1876.)

The College of Pharmacy of the City of New York affords instruction in chemistry, botany, materia medica, toxicology, and pharmacy. The instruction is given by lectures delivered during 7 months, three evenings in each week; and attendance at 2 such annual sessions is the prescribed course of study requisite for graduation.—(Prospectus of college, 1875.)

Statistics of scientific and professional schools, 1876.

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.									
Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c., (Cornell University.)	42	....	225	4	.....	.....	.....	.....	.....
Cooper Union Free Night Schools of Science and Art.	20	....	569	5	$2,000,000	.....	.....	$0	.....
Department of science, (University of the City of New York.)	....	....	88	4	.....	.....	.....	.....	.....
Engineering School of Union College	13	....	28	4	.....	.....	.....	.....	3,000
Rensselaer Polytechnic Institute	15	....	186	4	.....	.....	.....	.....	3,000
School of Mines of Columbia College	26	....	230	4	.....	.....	.....	28,600	6,500
United States Military Academy	57	....	305	4	.....	.....	.....	.....	26,000
SCHOOLS OF THEOLOGY.									
Auburn Theological Seminary	6	5	42	3	200,000	$320,000	$25,000	.....	10,500
De Lancey Divinity School	1	1	3	....	.....	27,597	1,680	.....	250
General Theological Seminary of the Protestant Episcopal Church.	7	2	70	3	542,000	131,123	24,170	.....	15,466
Hamilton Theological Seminary	5	....	33	3	40,000	30,000	2,400	.....	.....
Hartwick Seminary, (theological department.)	3	....	.....	3	.....	.....	.....	.....	.....
Martin Luther College, (theological department.)	....	....	.....	....	.....	.....	.....	.....	.....
Newburgh Theological Seminary	3	2	6	3	25,000	34,400	3,244	.....	3,500
Rochester Theological Seminary	11	5	75	3	80,000	225,000	.....	.....	11,000
St. Joseph's Provincial Seminary	7	....	136	4½	200,000	.....	.....	.....	8,000
Seminary of Our Lady of Angels	4	0	83	4	60,000	0	0	.....	6,000
The Lay College	5	....	75	4	40,000	.....	.....	.....	.....
Theological department of St. Lawrence University.	3	3	25	3	28,000	95,000	6,650	.....	6,026
Union Theological Seminary	7	6	142	3	200,000	750,000	50,000	.....	33,000
SCHOOLS OF LAW.									
Albany Law School, (Union University)	8	....	92	*a*1	.....	0	0	.....	2,000
Columbia College Law School*	7	....	522	2	.....	.....	.....	.....	4,100
Department of law, (University of the City of New York.)	....	....	80	2	.....	.....	.....	4,800	1,200
Law School of Hamilton College	2	....	17	1	.....	.....	.....	.....	5,000
SCHOOLS OF MEDICINE.									
Albany Medical College, (Union University)	16	....	116	3	.....	5,000	.....	.....	2,500
Bellevue Hospital Medical College	22	....	450	2	*b*10,000	0	0	.....	0
College of Physicians and Surgeons, (Columbia College.)	41	....	439	3	125,000	0	0	32,100	1,200
Long Island College Hospital*	19	....	.....	2	.....	.....	.....	.....	.....
Medical College of Syracuse University	14	....	40	3	25,000	0	0	5,000	1,000
Medical department, University of Buffalo.	8	....	96	3	40,000	0	0	8,000	500
Medical department, University of the City of New York.	48	....	520	3	100,000	.....	.....	.....	100
Woman's Medical College of the New York Infirmary.	18	....	39	3	25,000	0	0	2,600	.....
Eclectic Medical College of the City of New York.	8	....	53	3	30,000	.....	.....	3,250	300
New York Homœopathic Medical College	20	....	145	3	10,000	.....	.....	15,022	0
New York Medical College and Hospital for Women.	12	....	50	3	130,000	3,000	.....	1,000	200
New York College of Dentistry	16	....	73	2	.....	.....	.....	7,111	40
College of Pharmacy of the City of New York.	5	....	150	2	*c*5,000	20,000	2,200	6,450	1,180

* From Report of the Commissioner of Education for 1875.
a With 1 year's previous study.
b Furniture and apparatus.
c Apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The State has for many years pursued a broad and liberal policy respecting the care and education of deaf mutes, and during the year 1876 no less than 893 children were instructed in the 5 institutions authorized by law to receive State pupils. They were distributed among the several institutions, as follows: New York Institution for the Instruction of the Deaf and Dumb, 556; New York Institution for the Improved Instruction of Deaf Mutes, 110; Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf Mutes, at Buffalo, 100; Central New York Institution for Deaf Mutes, at Rome, 85; Western New York Institution for Deaf Mutes, at Rochester, 42.

The institution at Rochester has been authorized to receive State and county pupils on the same terms and conditions as the others. The school was opened on the 4th of October, 1876, and is in a flourishing condition. All the institutions for the instruction of deaf mutes have prospered during the year. They were all visited by the State superintendent, and he bears testimony that they have been prudently and judiciously managed, and that the moral, mental, and physical necessities of the pupils have been carefully attended to. The crowded condition of the New York Institution for the Instruction of the Deaf and Dumb has been considerably relieved by the younger schools, and it can now successfully care for all the pupils in attendance.—(State report, 1875–'76, p. 27.)

In Le Couteulx St. Mary's, besides the literary branches, instruction is given in cane seating of chairs, tailoring, dress making, sewing by hand and machine, fancy work and housework. There are in the literary department 8 teachers, including the principal and the teacher of articulation. Instruction in linear drawing was introduced in 1875–'76. The plan of instruction includes the sign language, writing, and speaking.—(Report of institution, 1875.)

The New York Institution for the Deaf and Dumb has adopted a plan by which a much smaller number of teachers than formerly is sufficient for the instruction of its large attendance of pupils. The pupils are separated into two divisions, one of which is employed in manual labor and the other in literary studies for half the day, the order being changed each week, so that those who had been working in the shop in the morning should go into the school room at that time and their places be taken by the other division. The plan has been found to work well. Nine of the 14 teachers are gentlemen; 4 of them are liberally educated hearing teachers, and 5 graduates of the institution who have shown extraordinary talent for imparting instruction. There are, besides these, a teacher of articulation, who devotes his whole time to developing artificial speech and lip reading in promising cases of the congenital deaf, and to preserving and developing the speech of the semi-mute, and a lady who, every week, gives to each class above the grade of the first year 2 consecutive hours of instruction in drawing.—(Report of institution, 1875.)

The Institution for the Improved Instruction of Deaf Mutes, New York City, makes it a special aim to teach articulation. The children are in school till 3 in the afternoon and have a study hour besides, in the evening, while the larger ones have to study lessons and write exercises for which more time than the usual study hour is required. They are further encouraged to read books and newspapers, and they must have certain hours for recreation. There is therefore no time left for working in shops. It is considered, also, that pupils who have been taught articulation can as readily obtain employment in shops as can hearing children, thus rendering instruction in trades in the institution unnecessary.—(Report of institution, 1875–'76.)

St. Joseph's Improved Institute, Fordham, founded in 1869, teaches the common English branches to deaf and dumb children. This institution reports having received from the State in 1876 an appropriation of $7,325.50, its receipts from tuition being $563.—(Special report, 1876.)

Cayuga Lake Academy, Aurora, reports a class of 4 deaf-mutes. A class in articulation was founded in 1871. The branches taught are "the same as in day schools for hearing children."—(Special report, 1876.)

EDUCATION OF THE BLIND.

The number of pupils in the New York Institution for the Blind on the 1st of January, 1876, was 183, and during the year ending December 31, 1876, there were 220 present and receiving instruction. The results of the work of instruction were satisfactory, and will compare favorably, it is believed, with what is accomplished in the best schools of like grade for the seeing. The employments taught are cane seating, mattress making, piano tuning, sewing by hand and by machine, knitting, and fancy work.—(Report of institution, 1875–'76.)

The New York State Institution for the Blind, at Batavia, reports 178 pupils under instruction in 1876. Since its opening in 1868 there have been 339 admitted. The boys are taught broom making; the girls, sewing on the machine and by hand, knitting, crocheting, and bead work. There are 450 volumes in the library.—(Return, 1876.)

INSTRUCTION OF IDIOTS.

There are 2 asylums for the feeble-minded in this State, one located at Syracuse, the other at Randall's Island. The asylum at Syracuse reports an attendance in 1876 of 224 inmates, 139 males and 85 females. The branches taught are "the simplest elementary school branches and 2 or 3 trades." Since the institution was established in 1851, there have been 350 inmates dismissed improved. In the school at Randall's Island there were 182 inmates, 94 males and 88 famales, all native born but 22. Seven could read and write when admitted, and 30 have learned since. The branches taught are reading, writing, and arithmetic.—(Special reports, 1876.)

VALLEY HOME.

The Susquehanna Valley Home, located in the town of Binghamton, is a home for children depending upon charity for support. December 31, 1875, there were 66 children in the institution, about one-half belonging to Broome County, the others to the six neighboring counties. Here the children are provided with a comfortable home, and instructed in a school connected with the institution in charge of a qualified teacher, and possessing, in some respects, advantages over our common schools. Irregular attendance and tardiness are unheard of. During the year 1875 the school was taught 238 days, with an average attendance of 54 pupils.—(State report for 1875, p. 350.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This association held its thirty-first anniversary at Watkins, July 25, 26, and 27, 1876. The distinctive features of the meeting are reported by the School Bulletin (September) as having been "fair attendance, strong local attractions, but a deplorable lack of one building large enough for the general meeting, the sections, and the book agents; an efficient local committee; a crowded programme, with some strong and some very weak features; an admirable presiding officer, and a general and successful purpose of the many to rescue the association from the few who have usurped control of it."

UNIVERSITY CONVOCATION.

The thirteenth anniversary or fourteenth meeting of the University Convocation of the State of New York was held in Albany, commencing July 12, 1876. The meeting was marked by a smaller attendance than usual, more vigorous discussion, and a greater inequality in the value of the papers. Among the subjects presented were, "The voluntary system in university education," by President Martin B. Anderson, LL. D., Rochester University; "Physical culture in colleges," by Capt. Thomas Ward, U. S. A., Union University; "Interacademic competitive examinations," by Principal George R. Cutting, A. M., Waterville Union School; "Land surveying as practised in the State of New York," by Principal Aaron White, A. M., Canastota Union School; "Prizes in schools as usually distributed," by Principal Michael P. Cavert, A. M., Rhinebeck Union School; "School supervision and State aid," by Instructor William W. Dawley, A. M., Amsterdam Academy; "A plea for the study of Latin," by Rev. J. A. Wells, D. D., Griffith Institute; "Endowment of higher institutions for the education of women," by Prof. Henry J. Van Lennep, D. D., Ingham University; "Military drill in academies," by Col. Charles J. Wright, A. M., Peekskill Academy; "History in its relations to practical life," by Prof. Selah Howell, Christian Biblical Institute, Stanfordville; "Instruction in vocal music," by Principal Isaac O. Best, Clinton Grammar School; "The health of our scholars," by Principal Samuel H. Goodyear, A. B., Dansville Seminary; "New Netherland and the Fatherland," by Prof. Ransom B. Welch, D. D., LL. D., Union University; "Relations of private schools and seminaries to our system of public instruction," by Principal Eber M. Rollo, A. M., Delaware Literary Institute, Franklin; "Duties of the teacher to himself," by Principal Ezra B. Fancher, Seneca Falls Academy; and "The teacher as a citizen," by Jonathan Tenney, A. M., Albany, late deputy superintendent of public instruction.

Among the most interesting discussions was that upon military drill in academies. Nearly all agreed that the body should be trained by exercises of some kind, but a wide difference of opinion appeared as to what kind is best. Principal Cavert's paper, opposing the custom as at present followed of offering prizes in schools, was based upon the replies received to a circular of inquiry sent by him some time ago to 65 universities and colleges in 28 States. The discussion was very animated. In the debate on President Van Lennep's paper, Vice-President Russell, of Cornell, urged that it is wiser to strengthen the colleges we have which admit women than to found more for them. President Raymond thought training schools for women should be arranged with special reference to their needs as to regimen, &c. He said the want of Vassar College is free scholarships, free not alone to daughters of clergymen and teachers, as had been suggested, but to worthy young women, whoever and wherever they were.—(School Bulletin, July and September, 1876.)

OBITUARY RECORD.

PROF. CHARLES DAVIES, LL. D.*

This highly distinguished mathematical author and instructor, born 1797 in Washington, Conn., ended his useful and honorable life at Fishkill-on-the-Hudson, September 18, 1876. A large portion of his early days were spent amidst the rugged scenes of the frontier in St. Lawrence County, New York, whither his father had removed while Charles was yet a child; and here, in the effort to break up and cultivate what was then almost a wilderness, were developed the industry and energy, the quickness and decisiveness which made him the excellent teacher and useful author that he subsequently became. When he was only about 15 the war of 1812 commenced, and martial ardor being naturally awakened by his nearness to the hostile line, he entered West Point as a cadet in December of the next year. The quick promotions of a state of war secured him a second lieutenancy in the artillery after only two years at the academy, and for another year he was in active service. Then the mathematical ability he had displayed during his student life induced the authorities to appoint him assistant professor of mathematics in the Military Academy at which that life was spent, and he entered upon duty as such December, 1816. In 1821 he was made assistant professor of natural and experimental philosophy, and in May, 1823, professor of mathematics. His experience in this position made him painfully aware that there were no sufficiently good text books in our language for the instruction of young men in the sciences he had to teach. He therefore set about translating from the French the needful works, and from 1833 to 1836 published such versions of Legendre's Geometry and Bourdon's Algebra as threw preceding text books of their class quite into the shade. They were not translations merely, but improvements, uniting the practical methods of the English with the scientific generalizations of the French. They were at once received with such a hearty welcome, and met with such general acceptance and success, that in 1837 he resigned his chair to devote himself at Hartford, in his native State, to the preparation of a thorough series of such works. Blessed with good health, a clear head, and a firm will, he held to this purpose till he had produced 28 most valuable books, reaching from first lessons in arithmetic into the higher mathematics, and covering the needs alike of the primary school, the academy, and college, with some addressed to students beyond these. They were an inestimable gift to those for whose use they were prepared, alike from their clear statement of first principles and from their illustration and enforcement of these in practical applications and results. They made him widely known and largely famous, brought him in handsome recompenses, and secured him many friends. Honors accumulated on him, and to the A. M. bestowed in 1824 by the College of New Jersey, and renewed in 1825 by Williams College, Massachusetts, was added the degree of LL. D. from Geneva College, New York, in 1840. Trinity College, Hartford, was glad to be able to engage him as professor of mathematics from 1839 to 1841. The United States Government made him paymaster at West Point from 1841 to 1846; and when he settled subsequently at Fishkill-on-the-Hudson, within easy travelling distance of New York, the university of that city secured him as professor of mathematics and philosophy in 1848; after 9 years' service in this chair he transferred his instructions to the professorship of higher mathematics in Columbia College in 1857, continuing in this till 1865, when he retired, remaining emeritus professor till his death.

A genial man, a Christian gentleman, an instructor whom all honored, an author whom very many blessed, Professor Davies lived a life as useful and has left behind him a memory as fair as any one could reasonably wish to live and leave. In schools and colleges, from Maine to California, he will be remembered gratefully as the one who, more than any other, has changed arithmetical and mathematical pursuits from a drudgery almost into a delight; has taught principles of general application instead of merely narrow and hard rules; and has shown not merely a result of figuring, but how to reach it and why it needs must come out right.

HON. HENRY S. RANDALL.

Hon. Henry Stephen Randall, born in Brookfield, May 3, 1811, died at Cortland, August 14, 1876. He was a graduate of Union College, 1830; was admitted to the bar in 1834; became editor of the democratic paper of his county, and achieved distinction as a politician; but preferring to devote himself to education, became a county superintendent of schools, and was more than once offered a State superintendency. Becoming secretary of state for New York, he, under the then existing law, acted as State superintendent in conjunction with his office as secretary, from 1852 to 1854, and after the organization of the Cortland Normal School was president of its board of trustees.—(School Bulletin, September, 1876, p. 4.)

* The authority for facts and dates here is mainly a brief biography by Prof. E. D. Mansfield, a near connection of Professor Davies.

REV. GEORGE WHIPPLE, D. D.

A great bereavement overtook the American Missionary Association in the death of this gentleman, its senior secretary, October 6, 1876. For 20 years he had been identified with all its operations, and had done probably more than any other single man to give them vigor and efficiency. Born at Albany, New York, he pursued his academic studies for some time at the Oneida Institute, in the same State, and then went to the Lane Seminary to study theology under Dr. Lyman Beecher. When the right of perfectly free speech on the exciting questions of that time and place was denied by the board of trustees, he, with others of his class, went thence to Oberlin, where his theological studies were continued under Professors Finney and Morgan. On his graduation, in 1836, he was ordained, but never entered on a pastoral connection. Seeing his way to a perhaps higher usefulness and greater freedom as an educator, he became a tutor at Oberlin, and secured such favor by his teaching that the professorship of mathematics was soon put into his hands, and was elevated, under his administration of it, to a point of high efficiency. At the close of 1846, Professor Whipple was offered the position of corresponding secretary of the American Missionary Association, then recently formed, and meant to extend, with other blessings of the Gospel, the advantages of Christian education to the subjects of its work. He took the place, and by his energy and industry, sound judgment and practical ability, did much to raise the association to the high place it has since occupied. When the emancipation of the slaves throughout the South opened them to the combined influences of the Gospel and the school, he, with his fellow workers in the society, entered delightedly into the wide field thus presented, and besides aiding the Indians of our plains and the Chinese of California to acquire an education, dotted the whole South with Christian schools and colleges. In the midst of his labors in this line he was overtaken with sunstroke in the summer of 1876, and, gradually failing from that time, went peacefully to his repose from lengthened labor as the autumn was withering and scattering its leaves.—(American Missionary, November, 1876.)

LIST OF SCHOOL OFFICIALS IN NEW YORK.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*
ADDISON A. KEYES, *deputy superintendent, Albany.*

[Term, under reëlection, 1877–1881.]

REGENTS OF THE UNIVERSITY.

Name.	Date of appointment.	Post-office.
John V. L. Pruyn	1844	Albany.
Robert G. Rankin	1847	Newburgh.
E. C. Benedict	1855	New York.
George W. Clinton	1856	Buffalo.
Lorenzo Burrows	1858	Albion.
R. S. Hale	1859	Elizabethtown.
E W. Leavenworth	1861	Syracuse.
J. C. Brevoort	1861	Brooklyn.
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.
Anson J. Upson	1874	Albany.
A. C. George	1876	Syracuse.
W. L. Bostwick	1876	Ithaca.
John A. Dix	1876	New York.
C. M. Depew	1877	New York.
Charles E. Fitch	1877	Rochester.
Ex officiis.		
Lucius Robinson, governor	.....	Albany.
William Dorsheimer, lieutenant-governor	.....	Albany.
John Bigelow, secretary of state	.....	Albany.
Neil Gilmour, superintendent of public instruction	.....	Albany.
Officers of the board.		
John V. L. Pruyn, chancellor	.....	Albany.
Samuel B. Woolworth, secretary	.....	Albany.
Daniel J. Pratt, assistant secretary	.....	Albany.

List of school officials in New York—Continued.

CITY SUPERINTENDENTS.

Superintendent.	Post-office.
John O. Cole	Albany.
Benjamin B. Snow	Auburn.
O. B. Bruce	Binghamton.
Thomas W. Field	Brooklyn.
William S. Rice	Buffalo.
Edward Danforth	Elmira.
Henry Kiddle	New York.
C. N. Simmons	Rochester.
Edward Smith	Syracuse.
David Beattie	Troy.

SCHOOL COMMISSIONERS.

[For the term of three years, ending December 31, 1878.]

County.	Name and district.	Post-office.
Albany	David D. McCullock, first	New Salem.
	Sanford C. Sisson, second	Rensselaerville.
	W. J. McMillan, third	West Troy.
Allegany	Charles W. McIntosh, first	Almond.
	Albert B. Cottrell, second	Richburg.
Broome	A. G. Wilson, 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	Frewsburg.
Chemung	Robert P. Bush	Horseheads.
Chenango	A. Y. Freeman, first	Sherburne.
	David G. Barber, 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. McCullum 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	Kingsboro'.
Genesee	Charles V. Hooper	Batavia.
Greene	Clarence E. Bloodgood, first	Jewett.
	Hiram M. Bouton, second	Prattsville.
Hamilton	David Cochran	Wells.
Herkimer	Jerome D. Halcomb, first	Newport.
	Charles F. Wheelock, second	Fitchfield.
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	Turin.
	Joseph Harvey, second	Watson.
Livingston	Lewis C. Partridge, 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.

List of school officials in New York—Continued.

County.	Name and district.	Post-office.
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, second	Jamaica.
Rensselaer	Amos H. Allen, first	Petersburg.
	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. Akin	Schenectady.
Schoharie	John S. Mayhan, first	Gilboa.
	John Van Schaick, second	Cobleskill.
Schuyler	Charles T. Andrews	Watkins.
Seneca	George H. Hulbert	Waterloo.
Steuben	George H. Guinnip, 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	Parksville.
Tioga	Lemuel D. Vose	Owego.
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	Glen's 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. Bower, 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.

SUMMARY OF STATISTICS.

	1873–'74.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (6–21)	369,960	394,489	24,529	.....
Enrolled in public schools	174,083	198,760	24,677	.....
TEACHERS AND THEIR PAY.				
White males	1,495	1,294	.....	201
White females	613	783	170	.....
Colored males	515	529	14	.....
Colored females	252	288	.....	36
Monthly pay of first grade	.....	$40	.....	.....
Monthly pay of second grade	.....	30	.....	.....
Monthly pay of third grade	.....	20	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for whites	.....	2,702	.....	.....
School districts for colored	.....	1,372	.....	.....
Schools for white children	2,820	.....	.....	.....
Schools for colored children	1,200	.....	.....	.....
Public school-houses for whites	.....	1,934	.....	.....
Public school-houses for colored	.....	1,371	.....	.....
Private school-houses for whites	.....	545	.....	.....
Private school-houses for colored	.....	140	.....	.....
Academies for whites	.....	169	.....	.....
Academies for colored	.....	5	.....	.....
Colleges for whites	.....	22	.....	.....
Colleges for colored	.....	2	.....	.....
INCOME AND EXPENDITURE.				
Income.				
Total income from all sources	$496,405	$501,008	$4,603	.....
Expenditure.				
Total expenditures for all purposes	$297,595	$335,663	$38,068	.....

(Report of Hon. Alex. McIver for 1873–'74, and return to Bureau of Education from Hon. John C. Scarborough, State superintendent, for 1875–'76.)

NOTES ON SUMMARY.

The comparison here attempted is between the years 1873–'74 and 1875–'76, because no return for the intermediate year was received. The means of comparison, however, are very limited, partly from the fact that the returns made to the office of the State superintendent during the incumbency of the last superintendent have been quite imperfect, and partly from the further fact that they do not always cover the same items. This last has been so much the case with matters of income and expenditure that only the sum of these is given for the two years. The number of children enrolled for 1875–'76 is given as an approximation to the precise number, rather than an absolute report, the superintendent stating that the enrolment of whites was about half the enumeration of 257,521 and that of the blacks a little more than half of 136,968.

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Common Schools and Public Instruction, 1873, by Henry Barnard, LL. D.; Sketch by Superintendent McIver in State Report for 1874, pp. 10–42; Returns of United States Census, and State Reports to 1874, with State Constitutions and School Laws.

FIRST LOOKINGS TOWARD A SYSTEM.

No Southern State began with fairer promise in respect to public education than did this. In its initial constitution, 1776, section 41, it ordained that "a school or schools shall be established 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 at low prices, and all useful learning shall be encouraged in one or more universities."

But, fair as these words were, and honestly as no doubt they were meant by those who penned them, they failed for forty years to find even the beginning of their accomplishment from legislative action, as far as schools were concerned. The University of North Carolina, evidently meant to come after and be prepared for by the schools, was chartered in 1789 and organized in 1795, but the schools had their first public notice from the State authorities in 1816. In that year Governor Miller called attention to the need of them in his message to the general assembly, and a committee of the legislature, with the Hon. Archibald D. Murphy as chairman, was appointed to consider and report upon the subject of "affording means of education to every one, however indigent." This committee, December 19, 1816, presented a report decidedly in favor of "a judicious system of public education." The report said, in words wonderfully wise for that day, "This general system must include a gradation of schools, regularly supporting each other, from the one in which the first rudiments of education are taught to that in which the highest branches of the sciences are cultivated. It is to the first schools in this gradation that your committee beg leave to draw the attention of the legislature at this time, because in them will be taught the learning indispensable to all, reading, writing, and arithmetic. These schools must be scattered over every section of the State, for in them education must be commenced, and in them it will terminate as to more than one-half of the community. They will be the most difficult of organization and the most expensive to the State; but they will be the most useful, inasmuch as all the citizens will be taught in them, and many of the children are destined never to pass on to any other."

The report went on to suggest that from the youth educated in these schools at State expense teachers should be selected for schools in which they might be qualified to teach, and that discreet persons should be appointed in each county to superintend and manage the concerns of the sectional schools which should be established, to designate the children who should be educated in part or in whole at the public expense, and to apply the funds which should be consecrated to the purposes of these schools. It closed with a recommendation that the two houses should appoint three persons to digest a system of public instruction founded upon the general principles which had been stated, and to submit the same to the next general assembly.

The house concurring with the senate on this motion, a committee was appointed, with the same gentleman as chairman, and made an elaborate report at the session of 1817. This new report recommended the formation of a fund for public instruction, and the constitution of a board to manage the fund and carry into execution the plan of public instruction contemplated. This plan was one which was meant "to make the progress of education natural and easy," beginning with primary schools in which the first rudiments of learning were to be taught, and proceeding to academies in which the youth were to be instructed in languages, ancient and modern history, mathematics, and other branches of science, preparatory to entering the university, in which instruction should be given in all the higher branches of the sciences and the principles of the useful arts. An institution for the deaf and dumb was also included in the plan.

For the elementary instruction to be given it was proposed to divide each county in the State into two or more townships, and to have one or more primary schools established in each township which should provide a lot of ground of not less than 4 acres, and erect thereon a sufficient house, and vest it in the board of public instruction. For secondary training this board was to divide the State into 10 academic districts, and have one academy erected in each district; the State to meet one-third of the expense of the erection and the site, and furnish one-third of the sum required for salaries of teachers, on condition of their instructing a certain number of poor children free of charge. As to the superior instruction which was meant to crown the whole, the legislature was urged to to provide the needed funds for sustaining and carrying forward the then struggling university. For knitting the whole together came the board of public instruction to be constituted, which was to consist of the governor of the State as president, and 6 directors, to be appointed by the general assembly. This board was to have power to locate the several academies to be established; to determine the number

and titles of the professorships therein; to examine, appoint, and regulate the compensation of the professors and the teachers; to appoint, in the first instance, the trustees; to prescribe the course of instruction and discipline, according to general rules which should be first fixed by law; and to provide some just mode of advancing from the primary schools to the academies, and from the academies to the university, as many of the most meritorious children educated at the public expense as the proceeds of the funds for public instruction should suffice to maintain and educate.

No better, more compact, or more connected scheme for the formation of a State system of instruction could well have been devised at that quite early day. The main fault in it was that it undertook too much, viz, to "maintain" as well as "educate" the children of the poor, an undertaking quite beyond the means of a State yet sparsely settled, and with the burdens of a recent war still weighing on the people. It was the expense which this portion of the plan involved that seems to have killed the project, for though the bill met with favor from the legislature, was ordered to be printed, and put into a form for passage, the consideration of the large sums it would annually require to carry out its liberal provisions induced a pause after the first reading of the bill, and that pause was fatal to it. Instead of eliminating from it the one specially impracticable feature and trying to work out the practicable ones, its advocates desired and urged its passage as a whole, and so friends fell from it and it failed.

RAISING A SCHOOL FUND.

There was a pause of eight years further then before any scheme for meeting the expense of public schools was broached. At that date, 1825, the legislature laid the foundation of "a fund for the establishment of common schools," to consist of dividends arising from stocks held by the State or afterwards to be acquired in certain banks and works of internal improvement; of a tax on licenses to auctioneers and retailers of spirituous drinks; of the unexpended balance of a State agricultural fund; of moneys paid the State for entries of vacant lands, and of such sums as the legislature might find it convenient to appropriate from time to time.

To manage this fund, the governor of the State, the chief justice of the supreme court, the speaker of the senate, the speaker of the house, and the State treasurer, with their successors in office, were constituted a body corporate and politic under the title of "The president and directors of the literary fund," with power to hold property and to dispose of and improve the same for the promotion of learning and the instruction of youth.

Under an act of 1836, the constitution of the board was changed, and it was made to consist of the governor and three other members to be appointed by him biennially; and all the State swamp lands not previously granted to individuals, with all shares of stock owned by the State in the Bank of North Carolina and in the Bank of Cape Fear, as well as the dividends arising from these, were vested in the corporation as a public fund for education and the establishment of common schools. And, as in 1837, the State received from the United States, as its share of the surplus deposit fund, $1,433,757, and turned this over, less $300,000, to the literary fund in addition to about $1,000,000 of previously held assets, it is not to be wondered at that the legislature, in that year, called on the president and directors of the literary fund to digest a plan for common schools suited to the condition and resources of the State, and to report the same at the next session of the general assembly.

A SYSTEM REACHED AT LAST.

In accordance with the resolution of 1837, the president and directors of the literary fund made to the legislature, December 4, 1838, an elaborate report based on an examination of the systems of all the States. It proposed to have the State divided into 1,250 school districts, each to have a school-house erected in it, as pleasantly situated and as neat and commodious as possible; to have a normal department organized in the State university for the training of teachers for the schools; to have the income of the literary fund, amounting then to about $100,000 annually, distributed among the districts at the rate of about $240 for each, to aid in the maintenance of schools, and to be supplemented by a local tax of twice that amount, levied by the county court; and, finally, to have 5 superintendents of schools for each county, and 3 committeemen for each school district. The scheme provided only for common schools, and left academies to succeed these at no long interval, and colleges and universities in due time to crown the whole.

The adoption or rejection of this system it was proposed to submit to a vote of the people, and on the 8th of January, 1839, a little more than a month after the submission of the report, the legislature, under the lead of Mr. W. W. Cherry, chairman of the committee on education, passed an act to divide the State into school districts, 6 miles square, and to refer to the people the question of the establishment and maintenance of schools in these. The establishment of a school for teachers was passed by. In counties where the vote should be in favor of common schools the county court was to select 5 superintendents for the county, whose first duty was to divide the county into

school districts, for each of which 3 committee men were to be chosen "to assist the superintendents in all matters pertaining to the establishment of schools" within their district. The court was also to see to the levying of a tax sufficient to build a school-house for 50 scholars in each district, and the further tax above referred to for meeting the State allowance to each school; which tax, however, most mistakenly, was cut down in 1844 to one-fourth of what had been recommended.

Nearly every county in the State voted for the schools and the school tax proposed, and at the next session of the legislature in 1840, a law embodying the main features of the report was passed, and the new school system was at once set in operation. It was modified somewhat in 1844, especially by an allowance of an increase of the school districts, diminishing, in proportion to that increase, the amount of school money to be paid to each, and also, by express allowance, the amount of local tax to be collected. In 1852 a State superintendent was appointed. The census of 1850 gave the number of schools as 2,657; of teachers, 2,750; of pupils, 104,095; the income being $158,564, most of it from local taxes and from public funds. In 1860 there was a slight advance upon these figures as to schools, teachers, and pupils, and an increase of the income to $268,719, the greater part still from taxation in the counties and from the income of the literary fund.

THE SYSTEM SINCE RECONSTRUCTION.

In the reorganization following the war a State board of education came in place of the president and directors of the literary fund. A State superintendent, who was made secretary of the board, had general supervision of the schools assigned him; while county commissioners, who constitute county boards of education, have supervision and control of them in their respective counties, but without the duty of visitation of the schools. County examiners appointed by them examine teachers for the schools. The 3 committeemen for districts have been retained, and also the idea of the distribution of a State fund among the districts, to be met and aided by a local tax. The schools were required by the constitution of 1868 to be kept open for at least 4 months each year, and to be free to all children of school age within the State; but too often they have been kept open for but 3 months or less, and have been sometimes mere unions of free schools with pay schools.

SUPERINTENDENTS.

The Rev. Calvin H. Wiley, as State superintendent of common schools, had charge of the school system from 1852 to the termination of the civil war. On the reconstruction of the system in 1870, under the law of April 12, 1869, the Rev. S. S. Ashley was made State superintendent, continuing such till 1872. His successors have been Alexander McIver, 1873–'75; Stephen D. Pool, 1875–'77; while to succeed him has been chosen at the election in 1876, John C. Scarborough, 1877–'79.

ELEMENTARY INSTRUCTION.

PRESENT CONDITION OF THE SCHOOLS.

A memorial to the general assembly of the State, by Dr. B. Craven, giving a general view of the condition of education in North Carolina, introduced during the session of 1876–'77 and ordered to be printed, sets forth, among other statements, the following in relation to the public school system. Speaking of the free public schools, he says: "They are believed to have practically no common standard; no established relation and succession of studies; no uniformity in books; no tests of efficiency and no form of control competent and able either to discover defects or to correct abuses. To a very large extent change of teachers is at least annual; generally each teacher condemns or repeats the work of his predecessor, with all the disadvantages of different and conflicting plans and with little substantial benefit. The amount of instruction imparted by the public schools is small in proportion to the money expended, and by all available tests the quality is generally very inferior; and these defects seem to result more from want of organization, insufficient administration, and the entire absence of special superintendence than from all other causes combined."

TRAINING OF TEACHERS.

INDEPENDENT NORMAL SCHOOLS.

Bennett Seminary, Greensboro', organized in 1874, has a 3 years' normal course of study, and had 35 normal students, 15 men and 20 women, in 1876. Annual charge for tuition, $3.

The Ellendale Teachers' Institute, Little River, organized in 1872, has not been able to resume operations since its disaster of 1874, in which all its buildings and library were lost by fire. Its principal, however, is still hoping to recommence the work.

Ray's Normal Institute, Kernersville, organized in 1874, reports a 2 years' course of study, and 38 normal students, 34 men and 4 women; annual charge for tuition, $28.

Shaw University, Raleigh, organized in 1865, with a 3 years' normal course of study, reports 180 normal students, of whom 100 were men and 80 women; annual charge for tuition, $16.

Tileston Normal School, Wilmington, organized in 1872, reports a course of study, covering 8 years, and 5 young women pursuing it. Tuition is free, the school being supported by Mrs. Mary Hemenway, of Boston, Mass., who purchased the land, and built the school-house in 1871, at a cost of $30,000.—(Special returns to United States Bureau of Education.)

NEW STATE NORMAL SCHOOLS.

It is pleasant to be able to announce that, recognizing the need of fuller training for the teachers of the public schools, the general assembly has authorized the State board of education to establish a State normal school at Fayetteville for the instruction of colored teachers, and to open a normal department in connection with the State university for the instruction of white teachers, each to have $2,000 a year for 2 years. Fuller information respecting these schools will be given in the report for 1877.—(Note and circulars from State superintendent.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of academies and high schools, in the memorial of Dr. Craven previously quoted, there are said to be 34 within the State. With the exception of the higher departments of the few graded schools in the large towns, the greater part of these institutions are said to be private enterprises or denominational schools, with no similarity of organization, no unity of work, no organic connection with the schools below them or above them, and no responsibility whatever to any general superintendence. The same resources judiciously organized, with legal relation to other schools, the doctor says, would confer great benefit upon the general culture and scholarship of the State.—(Memorial on Education, pp. 2, 3.)

PRIVATE SECONDARY SCHOOLS.

In 11 schools for boys, 4 schools for girls, and 15 for both sexes, outside of the public school system there have been reported to this Bureau 2,109 pupils under 73 teachers. Of these 463 are in classical studies, 151 in modern languages, 231 preparing for a classical course in college, and 63 for a scientific course. Drawing is taught in 3 of these schools, vocal music in 12, and instrumental music in 11. Chemical laboratories are reported by 4, philosophical apparatus by 10, and libraries of 100 to 2,500 volumes by 14, the aggregate number being 16,620.

PREPARATORY DEPARTMENTS.

Seven preparatory departments of colleges in this State report an aggregate attendance of 784 pupils, of whom 230 were preparing for the classical and 238 for the scientific course.

BUSINESS COLLEGE.

A business college at Wake Forest teaches penmanship, book-keeping, higher mathematics, banking, and life insurance. The number of students is not given.

SUPERIOR INSTRUCTION.

UNIVERSITY OF NORTH CAROLINA.

The university was established in obedience to a clause of the State constitution adopted in 1776. It was chartered in 1789, and opened for students in 1795. The buildings are 7 in number, affording accommodations for 500 students, with ample recitation rooms and public halls. The university had attained a commanding position among the institutions of learning in this country, having nearly 500 pupils, when the civil war dispersed its students and shattered its endowment. In 1872 its doors were closed and they were not reopened until September, 1875. Its friends confidently hope for a rapid restoration of its former prosperity, now that it is again in operation.

According to the law, one student is to be admitted annually from each county in the State free of tuition; the faculty, however, go further and offer to admit gratuitously all worthy young men without means.

The courses of study are classical, philosophical, and scientific, (including "agriculture and the mechanical arts,") each of them covering 4 years. Optional courses are also arranged when it is desirable to have them, though students are earnestly recommended to pursue one of the regular courses. The university also comprises law and normal schools.—(Catalogue, 1876-'77.)

OTHER COLLEGES.

North Carolina College, Mount Pleasant, (Lutheran,) embraces primary, academic, preparatory, and theological departments. Special attention is given to the study of the English language. Aside from the importance given it in the regular collegiate course, an English and scientific course has been provided for such as desire a good business education.—(Catalogue, 1874–'76.)

Rutherford College, Happy Home, (non-sectarian,) embraces 6 regular schools, namely: Latin, Greek, mathematics, English literature and rhetoric, natural science, and mental and moral philosophy. There is a department for young women, in which the course is thorough and does not exclude solid for merely ornamental learning. It requires for admission a good knowledge of French or Latin; also of mathematics through algebra, geometry, and trigonometry.—(Catalogue, 1874–'75.)

Trinity College, Trinity, (Methodist Episcopal South,) embraces 11 schools, viz: Latin, Greek, mathematics, English literature, natural science, mental and moral philosophy, modern languages, theology, engineering and architecture, analytical chemistry, and law. Theology or law may be studied exclusively. In all other departments the student may make his own selection, but he must take at least 3 schools.—(Catalogue, 1874–'75.)

Wake Forest College, Wake Forest College, (Baptist,) comprises in its course of study 6 schools, viz: Latin, Greek, modern languages, mathematics, natural science, and moral philosophy. A commercial department is also included.—(Catalogue, 1875–'76.)

Weaverville College, Weaverville, (non-sectarian,) embraces primary, academic, and collegiate departments, the latter with both classical and scientific courses.—(Catalogue, 1875–'76.)

Wilson College, Wilson, (non-sectarian,) provides primary, preparatory, collegiate, commercial, normal, musical, and ornamental courses of study. The college includes a male institute and a female seminary, situated at opposite ends of the town.—(Catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Nine colleges for women report a total of 917 pupils under 96 teachers. Of the pupils 138 were engaged in preparatory studies, 354 in regular collegiate, 28 in partial, and 2 in post graduate courses. All but 2 of these colleges are authorized to confer collegiate degrees. Courses of instruction, 3 to 7 years. Vocal and instrumental music is taught in all, French in 8, German in 6, and drawing and painting in 5. Six have chemical laboratories and apparatus for the illustration of natural philosophy, 3 have museums of natural history, and one a gymnasium. Five have libraries ranging in size from 200 to 3,500 volumes, aggregating 5,700.

Statistics of a university and colleges, 1876.

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	6	....	78	74	$125,000	$85,000	$6,000	$6,000	$0	.....	a9,000
North Carolina College	6	....	90	24	.....	.....	.....	.....	.....	.....	a1,500
Rutherford College*	9	0	243	.....	25,000	0	0	4,000	0	.....	5,000
Trinity College	5	0	65	95	45,000	8,000	.....	6,500	0	$0	a12,300
University of North Carolina.	9	....	0	56	175,000	125,000	.....	4,860	.....	.....	a17,300
Wake Forest College	6	0	45	53	20,000	30,000	2,000	4,200	0	.....	10,000
Weaverville College	7	0	123	33	12,000	0	0	2,300	0	0	b700
Wilson College	13	0	140	48	20,000	0	0	7,125	0	0	a1,260

* From the Report of the Commissioner of Education for 1875.
a Includes society libraries. *b* Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural and mechanical department of the State university provides a 3 years' course of study, embracing the chemistry, botany, physics, mechanics, and zoology of agriculture, with mathematics, German, French, and such English studies as will fit students to become useful citizens.

The State legislature created in 1876 in connection with the university, an agriculture experiment and fertilizer control station. An experienced chemist is in charge, whose duty it is to analyze such fertilizers and products as may be required by the department of agriculture, to aid in suppressing fraud in the sale of commercial fertilizers, and to carry on experiments on the nutrition and growth of plants, and such other investigations as the department may direct.—(University catalogue, 1876–'77.)

THEOLOGY.

Biddle Memorial Institute, Charlotte, (Presbyterian,) and *Shaw University*, Raleigh, (Baptist,) are schools for the colored race with theological departments. The complete course of instruction covers 3 years in Shaw University, while a shorter course is provided when circumstances demand it.—(Catalogues of institute and university, 1874–'75.)

The Theological Department of North Carolina College (Lutheran) provides a 2 years' course of study, embracing the evidences of Christianity, homiletics, hermeneutics, dogmatics, symbolics, biblical exegesis, and Hebrew.—(Catalogue of college, 1874–'76.)

The School of Biblical Literature of Trinity College, (Methodist Episcopal,) provides a course of instruction lasting from 2 to 3 years, and embracing all those subjects deemed essential to a complete theological education.—(Catalogue of Trinity College, 1874–'75.)

A circular from Bennett Seminary, Greensboro', (Protestant Episcopal,) states that a class is to be formed in that institution for theological study in 1876.

LAW.

The department of law, Trinity College, provides a 2 years' course of instruction, given by "daily lectures, examinations, &c." Notice appears in the catalogue of Rutherford College for 1874–'75 of an intention to organize departments of law and of medicine, but no further information respecting them has as yet been received.

Statistics of schools for scientific and professional instruction, 1876.

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.)	9	...	61	3	.....	$125,000	$7,500	$2,205	a1,250
SCHOOLS OF THEOLOGY.									
Biddle Memorial Institute, theological department.	2	....	4	3	.....	.....	.....	.....	.....
North Carolina College, theological department.*	2	....	5	3	.....	0	0	.....	.....
Shaw University, theological department.....	2	....	50	....	.....	.....	.....	.....	.....
Trinity College, theological department	2	....	16	3	.....	.....	.....	.....	400
SCHOOLS OF LAW.									
Law department of Rutherford College	....	....	....	....	.....	.....	.....	.....	.....
Trinity College, law department.....	2	....	18	2	.....	.....	.....	.....	.....

* From the Report of the Commissioner of Education for 1875. *a* Includes society library.

SPECIAL INSTRUCTION.

NORTH CAROLINA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, RALEIGH.

In addition to the literary studies, which include the ordinary English branches, a number of mechanical employments are taught, as shoe, broom, and mattress making, and cane seating of chairs. During 1875–'76 there were 148 pupils under instruction, of whom 83 were males and 65 females. The number of instructors was 7, of whom 2 were semi-mutes. It is estimated that not more than one-half the youth of the State who should be in the institution are here. Some are detained at home by a morbid parental sympathy, others by indifference, but most of them by the ignorance of their parents and friends in regard to the character and objects of the institution.—(Catalogue, 1874–'76, and special return, 1876.)

LIST OF SCHOOL OFFICIALS IN NORTH CAROLINA.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Term, 1877 to 1879.]

STATE BOARD OF EDUCATION.

[Term, except of superintendent, to January, 1881.]

Members.	Post-office.
His excellency Zebulon B. Vance, governor	Raleigh.
His honor Thomas J. Jarvis, lieutenant governor	Raleigh.
Hon. Joseph A. Englehard, secretary of state	Raleigh.
Hon. John W. Worth, State treasurer	Raleigh.
Hon. Samuel L. Love, State auditor	Raleigh.
Hon. ——— ———, superintendent of public works	Raleigh.
Hon. John C. Scarborough, superintendent of public instruction	Raleigh.
Hon. Thomas L. Kenan, attorney-general	Raleigh.

COUNTY EXAMINERS.

No list of these officers for 1877 has been received.

OHIO.

STATISTICAL SUMMARY.

	1874-'75.	1875-'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (6-21)	1,017,726	1,025,635	7,909	.....
Enrolled in public schools	712,129	722,963	10,834	.....
Average monthly attendance	532,473	552,299	19,826	.....
Average daily attendance	435,349	447,139	11,790	.....
Average duration of schools in days	140	155	15	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	12,306	10,493	.....	1,813
Female teachers in public schools	10,186	12,353	2,167	.....
Average monthly salary of males	$60	$60	.....	.....
Average monthly salary of females	44	36	.....	$8
SCHOOL DISTRICTS AND PROPERTY.				
Number of school districts	1,942	1,963	21	.....
Number of school buildings	11,834	11,880	46	.....
Estimated real value of sites, buildings, &c.	$19,876,504	$20,969,557	$1,093,053	.....
INCOME AND EXPENDITURE.				
Receipts.				
From State tax	1,560,398	1,620,572	60,174	.....
From local tax	6,153,443	6,136,238	.....	17,205
From permanent fund	238,002	232,720	.....	5,282
From other funds	489,408	Not given.	.....	.....
From other sources	270,161	615,604	345,443	.....
Total receipts	8,711,412	8,605,134	.....	.....
Expenditures.				
For sites, buildings, and furniture	$1,313,515	$1,395,212	$81,697	.....
For libraries and apparatus	Not given.	Not given.	.....	.....
For salaries of superintendents	158,774	144,514	.....	$14,260
For salaries of teachers	4,787,964	4,936,824	148,860	.....
For miscellaneous or contingent	1,391,704	1,986,208	594,504	.....
Total expenditure	7,651,957	8,462,758	810,801	.....
EXPENDITURE PER CAPITA—				
Of school population	$7 76	$8 30	$0 54	.....
Of pupils enrolled	10 57	7 30	.....	$3 27
Of average attendance	17 29	18 74	1 45	.....
SCHOOL FUND.				
Amount of permanent school fund	$3,646,713	$3,742,761	$96,048	.....

(Returns and reports of Hon. Charles S. Smart, State commissioner of public schools, for the years above indicated, p. 7 of report of 1875, and p. 4 of that of 1876.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

History of Education in Ohio, a centennial volume, published by order of the general assembly, Columbus, 1876; Laws of Ohio, 1802-1838; Curwen's Revised Statutes; Swan & Crutchfield's Revised Statutes; Sayler's Statutes of Ohio, in continuation of Curwen; Ohio School Laws, editions of 1865 and 1873.

EARLY LEGISLATION.

An act of Congress, April 30, 1802, having given permission to the people of the region now called Ohio to form a constitution and State government, reserved section 16 in each township for the use of schools. One of March 3, 1803, reserved also for schools certain quarter townships in the United States military tract and in the Western Reserve, with one-thirty-sixth part of the Virginia military reservation. To avail itself of these provisions for the education of the people, the legislature made immediate arrangements for leasing, through special agents, the school lands in various portions of the State, with a view to the application of the profits from them to the support of schools. In 1805 these arrangements were improved by making the boards of township trustees the agents for leasing the lands, and requiring the proceeds to be so impartially applied to the education of youths within the townships that all might be equally partakers of the benefits thereof. In 1806 there was a still further amendment, calling for the election of three trustees and a treasurer in each township for the care and lease of the school lands, these trustees to be authorized to lay off the townships into districts for the purpose of establishing schools, each district to receive a fair and equitable dividend of the profits from the reserved section in its township "according to the number of inhabitants." In 1810 this basis of distribution was altered to be "according to the number of scholars and the time that they were taught," to which was added in 1815 "whether the scholars had gone to school within or without the township."

BEGINNINGS OF A TRUE SCHOOL SYSTEM.

All these arrangements seem to imply a simple aid from the income of the school lands to whatever form of education the people might see fit to provide within the districts for the training of their children. No provision for taxation to supplement this aid appears, nor any for erecting school-houses and giving in them to the children of the poor kindred advantages with those for the children of the rich. In 1821, January 22, came the dawn of a new era in these respects. At this date a law was passed authorizing the school committee in each district to build a school-house, employ and pay a teacher, and provide a school open to all scholars of suitable age within the district. For these purposes they might levy a tax equal to half the State or county tax on the property of the district. The law evidently did not contemplate the making of the school entirely free, for the committee might cause the expenses of it to be assessed on the parents or guardians according to the number of scholars sent, but only free to such parents as were unable to pay their portion of the assessed expenses. To these the committee might remit all or a portion of the expense, and make up the deficiency by a tax, as above.

February 5, 1825, came another law looking to an improvement in the schools through a securing of better teachers and of some degree of supervision, as well as of funds for them through a State tax. Under this act three directors were to be chosen in each district, to hold office one year, to employ and pay a teacher, manage and superintend the district school, call district meetings, and receive and expend all funds for the benefit of the school or schools beneath their care. No teacher was to be employed, however, who could not present a certificate of examination and approval from a county board, which now makes its appearance, and which, as at first constituted, was composed of three persons appointed annually by the county court of common pleas, and authorized not only to examine teachers, but also to visit and examine schools. The right of visitation had connected with it, at the outset, a right to advise as to discipline and instruction, which was taken away five years after, while the right to visit and examine schools was also withheld in 1838, because provided for in other ways. But the idea of some degree of supervision by both district and county officers inhered from this time in whatever school system was provided for. The district directors served, as a body, for terms of one year each till 1842, when the term was made three years, one director being changed each year. The board of county examiners, with occasional modifications of its numbers, duties, powers, and term, has continued to be a part of the county system to this day.

March 27, 1837, a great step in advance was taken by the creation of the office of State superintendent of common schools, and the filling of it with a man of peculiar adaptation to the work, Mr. Samuel Lewis, of Cincinnati, a native of Massachusetts. Known previously as an earnest advocate of popular education, he was, though of no

high culture, prepared for his office by the possession of an original mind, a healthy moral nature, a natural eloquence, and a practical acquaintance with the work of influencing men. Appointed superintendent by joint resolution of the two houses of the legislature on the fourth day after the passage of the law, and commissioned by the governor, he (although offered a miserably insufficient salary, $500) set at once about the task assigned to him in the law creating his department. This was to ascertain the number of school districts; number of white youth between 4 and 21; number of each sex that had attended school during the year, and average time of such attendance; the time for which each school was kept open; the time it was supported by school fund or taxation from the period of its support by subscriptions; the amounts paid teachers in each district, township, and county; the source or sources from which such payments were derived; and the amounts paid for school-houses or repairs thereof.

His first report, presented to the legislature January 9, 1838, embodied, for that time, an immense amount of information on these points, showing 7,748 school districts; 468,812 children of school age; 146,440 attendant upon 4,336 public and 2,175 private schools, under 4,757 public school and 3,205 private school teachers, to whom were paid $434,765, derived from taxes, proceeds of school lands, subscriptions, &c.

To remedy defects which he had found and points out in his report, he suggested the outlines of a new school law, which was prepared in large accordance with his wishes, and passed March 7, 1838. This law, a great improvement upon all preceding ones, was meant to secure schools of at least 6 months' continuance under teachers properly examined and duly paid, with State, county, and township supervision, and the local management of amply empowered district directors. It provided for the support of the public schools by a county tax of 2 mills on the dollar, an optional and variable township tax, and a State distributable school fund of $200,000 annually; for the securing of good teachers by regular quarterly examinations of all candidates through the county examining boards; for due supervision, through a State superintendent chosen for 5 years, county auditors who should act as county superintendents, and township clerks who should, as township superintendents, visit every common school in their townships at least once in each year.

This law was the first that made provision for purchasing a lot or lots on which to erect a school-house; the first also that left to the discretion of a district the amount to be raised annually for such erection or for repairs, preceding ones having limited this to from $50 to $300.

MODIFICATIONS OF THE SYSTEM.

A fair school system being thus reached, it might have been hoped that it would be held to long enough to test its worth and get the new machinery into easy working order. But the patience necessary for such thorough testing is rarely exercised by a young and ardent population, and before a year was over Mr. Lewis, while recording great improvement from the law, had to listen to proposals for some changes in it. March 16, 1839, such changes were effected by an amendatory act which limited the optional and variable township tax for public schools to 2 mills on the dollar; allowed a choice between the building of a school-house and renting rooms for schools; struck out a clause as to the exclusive use of English in instruction, allowing directors to determine what language or languages should be used; and made provision for the opening of evening schools, as well as for attendance upon German schools; which last, with the other in respect to languages, was a concession to the German element, then becoming powerful among the people.

In 1840, March 23, came a change much less defensible. Mr. Lewis proposing to resign his superintendency, which had brought him great labor with but very slender pay, the opportunity was seized to save a hundred dollars by abolishing the office of State superintendent as a separate and independent one and merging it in that of the secretary of State, who was allowed a clerk at $400 annually for performance of its duties. A rapid decline in the efficiency of the school system was the immediate result, and for six years the life of it seemed to have departed. Then a new secretary, practically interested in education, the Hon. Samuel Galloway, set himself vigorously to work to reinfuse this life, and by active correspondence with school officers, attendance at educational meetings, and addresses to the people on the importance of the public schools, succeeded in effecting much improvement. He, happily for the system, continued for six years these efforts, the teachers and officers catching the infection of his zeal, and warming to their work as they had not done for years before. Largely through his influence the office of county superintendent, as a separate one from that of county auditor, was allowed, by act of February 8, 1847, to be established in 19 specified counties and three sets of associated counties; a permission repealed in 1853, being without the full results that had been hoped for, though these superintendents were to visit and examine common schools throughout their counties, to keep record of such visits and examinations, to address the people on the subject of education, to promote the formation of educational associations, and to do all within their power to secure to youth the best education possible.

By this same act of February 8, 1847, school libraries and teachers' institutes received at least permissive countenance. For the former, which had been authorized a year before, a small local tax was permitted to be levied. For the latter, county commissioners were allowed to make an appropriation from the school fund; this appropriation, by a subsequent amendment, being of $100 in a county, on the petition of at least forty teachers, and on their raising and paying over an amount equal to one half the sum petitioned for.

Mr. Galloway also aided in the establishment of schools for colored children, a class hitherto excluded from the benefits of the school system. A law passed February 24, 1848, and amended February 16, 1849, allowed the property of colored persons to be taxed for school purposes and the funds to be appropriated for the support of schools for colored children, where these should be separately kept, or for other schools, where colored children were permitted to attend with whites.

Boards of education for cities and villages, for the management of schools within them, with city boards of examiners for teachers, were further fruits of Mr. Galloway's good government, a law for them having been enacted February 21, 1849.

A HEAD TO THE SYSTEM.

With all the excellence of Mr. Galloway's administration, it was still felt by the friends of public schools that the State system ought to have at the head of it a practical educator, free from all other cares of office than those belonging particularly to school work. They agitated for this for several years, kept, at their own expense, an agent in the school field who might supply to some extent the State secretary's lack of service, and on March 14, 1853, had the great pleasure of accomplishing their aim. At that date a law was passed reorganizing the school system, taking away the oversight of it from officers absorbed in other work, and giving the management to a State commissioner of common schools, to township boards of education, and to local boards of directors, the township being made the one school district,* and the several minor local divisions becoming subdistricts. The State commissioner was to have the general oversight of all the public schools; the township boards, of central and high schools; the local directors, as before, of the elementary local schools, while city boards, with considerable powers, were continued.

Under this law, with occasional amendments, the schools were worked for the succeeding twenty years, when the growth of cities and the wisdom which such long experience brings, led to the new law of May 1, 1873, which, retaining substantially the official staff of 1853, added a State board of examiners; redistricted the State for school purposes into city districts of the first class, city districts of the second class, village districts, special districts, and township districts; and, in view of the growth of property values in the State, made the State tax in aid of the interest of the school fund 1 mill on the dollar instead of the 1¼ mills of 1853. This rate, which had been established in 1871, brings in now $1,620,572 additional to the $232,720 interest of the school fund, making, with the $6,136,238 raised by local taxes, and $615,604 from other sources, a grand total of $8,605,134 for annual support of public schools; in these schools there were, for 1875–'76, as enrolled scholars, 722,963 children between 6 and 21 years of age.

ADMINISTRATION OF THE SYSTEM.

The order of succession in the line of the State superintendency has been, as nearly as can be ascertained, as follows:

State superintendent of common schools, first by joint resolution of the legislature, afterward by law, Samuel Lewis, March 31, 1837, to March 23, 1840.

Secretaries of state and ex-officiis State superintendents: Carter B. Harlan, early part of 1840; William Trevitt, June, 1840, to March, 1841;† John Sloane, March, 1841, to March, 1844; Samuel Galloway, March, 1844, to March, 1850; Henry W. King, March, 1850, to January, 1852; William Trevitt, January, 1852, to January, 1854.‡

State commissioners of common schools: H. H. Barney, February 11, 1854, to February 11, 1857; Rev. Anson Smyth, February 11, 1857, to February 11, 1863; C. W. H. Cathcart, February 11 to November 11, 1863; Emerson E. White, November 11, 1863, to February 11, 1866; John A. Norris, February 11, 1866, to June 25, 1869; William D. Henkle, June 25, 1869, to a date in 1871, which he cannot now indicate; Thomas W. Harvey, from said date in 1871 to January 11, 1875; Charles S. Smart, present incumbent, elected for a term reaching from January 11, 1875, to January 14, 1878.

*Cities and villages of not less than 300 inhabitants were allowed to be organized into separate school districts, with the privilege of division into subdistricts.

† To fill a vacancy.

‡ From 1802 to 1850 secretaries were elected by joint ballot of the senate and house for terms of three years; since 1850, by the people, for terms of two years. From 1850 to 1854 the visitorial duties of a State superintendent were performed by Col. Lorin Andrews and Dr. Asa D. Lord, as agents of the State Teachers' Association.

ELEMENTARY INSTRUCTION.

THE COUNTRY SCHOOLS.

The State commissioner, since making his report of 1875, in which he considered at length the country school problem, has visited many of the country schools, has carefully examined into their condition, and is more than ever impressed with the importance of making some radical change in their organization and management. Little or no improvement need be expected in their condition until skilled and intelligent management is provided for them. The exhibition at the Centennial of the work of pupils of the city and village schools of the State indicated a degree of excellence second to no other exhibit of State or country, and this excellence is ascribed to the skilled management and supervision of the city and village schools. Such management and supervision are what the country schools need, and they can be given by the legislature without adding a dollar to the burden of the taxpayers. Such provision, moreover, would diminish by 75 per cent. the vast number of school officers, subject constantly and from necessity to official friction, and save to the State thousands of dollars now expended unintelligently and uselessly.—(State report, 1875–'76, pp. 11, 12.)

SUPERVISION.

The State school commissioner complied with the requirements of the law by visiting each judicial district in the State during the school year, lecturing before institutes, conferring with boards of education and other school officers, counselling teachers, visiting schools, &c. But with the small travelling fund allowed, it is impossible for him to gather correct and complete information, and to arrive at definite conclusions respecting the character and worth of the public school teachers of the State by meeting them at county institutes, and still more impossible when he can attend but a small number of these institutes. He should have the time and the means to visit annually, at least, representative schools of each county in the State. He could then form correct conclusions as to the character, capabilities, and efficiency of the teachers of the common schools; and the public would then know, at least better than now, for what it is paying so much money. The additional means for travelling necessary to enable the commissioner to visit representative schools in every county would be an inappreciable increase in the present cost, and the advantages resulting would be almost incalculable.—(State report, 1875–'76, pp. 30, 60, 61.)

FREE TEXT BOOKS FOR FREE SCHOOLS.

The commissioner has received communications from all quarters of the State, asking that something be done to relieve those sending children to the public schools from what is regarded as the burden arising from the cost and multiplicity of text books. The schools that are intended to be free to all, rich and poor alike, and for the maintenance of which the State expends between eight and nine millions annually, are made to cost their patrons a fourth as many more millions for text books. Of the million children of school age in the State nearly 200,000 are not enrolled in the public schools, and at least 200,000 of those enrolled attend so irregularly or so little as to obtain very little benefit from the schools. How many of such children are out of school or are irregular in attendance because their parents are unable to buy the books required is not known; but there is no doubt that many of the independent poor prefer to let their children stay out of school and engage in some honorable industry rather than accept the charity offered to the indigent by boards of education. And surely any influence which tends to keep the public schools from extending to all, rich and poor, the privileges of an education without cost, is in antagonism with the interests of the public, and should be removed by legislation.—(Report of State commissioner, 1875–'76, pp. 62, 63.)

DRAWING.

In 85 of the 88 counties of the State drawing is taught, but in most of the schools in a very rudimentary or crude manner. It is safe to say that instruction in drawing to any beneficial extent is not, in fact, given in any considerable number of the schools reporting drawing as a subject of instruction.—(State report, 1875–'76, p. 42.)

COLORED SCHOOLS.

The number of colored pupils attending public schools in 1876 was 7,192; a decrease from that of the previous year of 1,354. Number of teachers, 188; decrease, 22. The number of colored pupils pursuing academic studies in 1876 was only 898, against 3,136 in 1875; a decrease during the year of 2,238.—(State report, pp. 20, 21.)

PRIVATE SCHOOLS.

The importance of obtaining, as nearly as possible, an idea of the existing educational condition of the State induced the legislature in 1876 to make legal provision

for collecting and returning to the office of the State commissioner statistical information from all private schools of the State. In accordance with the law, blanks were sent to county auditors, who were requested to furnish principals and officers of private schools with them. It is presumed that county auditors performed their duty in this respect, and yet very few of the private schools of the State reported their statistics to the commissioner's office.

The total attendance upon private schools, as reported for 1876, was 9,141; a decrease during the year of 1,511. Number of teachers in 1876, 135; decrease, 76. Number of pupils pursuing academic studies in such schools in 1876, 269; in 1875, 739; decrease for the year, 470.—(State report, 1875–'76, pp. 21, 22.)

KINDERGÄRTEN.

Three Kindergärten, located in Cleveland, Toledo, and Worthington, all organized in 1875, report an aggregate attendance of 62 pupils, taught by the conductors of the schools and three assistants. Hours of daily session, 3. Ages of admission, from 3 to 7 years in two schools; in the other, from 3 to 6½ for the Kindergarten proper, with an advanced class of children from 6½ to 8 years of age.

CITY SCHOOL SYSTEMS.

AKRON.

Officers.—A board of education of 12 members, two from each ward, one-half the number going out of office each year, and a city superintendent of schools.

Statistics.—Population, 16,000; youth of school age, (6 to 21,) 3,964; pupils registered, 2,318; average number belonging, 1,846; average daily attendance, 1,754; per cent. of average daily attendance on the number enrolled, 75.6. Expenditures for school purposes, $64,216.58.

Remarks.—The school system comprises three general departments, primary, grammar, and high. The course of study prescribed for the primary department extends through four years, as does also that of the grammar department. For the high school there is a regular English course of three years, with Latin and Greek as optional studies, requiring longer time. Heretofore the interval between classes has been an entire year, and promotions from grade to grade have been made annually; but, in order to admit of more elasticity in the system, the course of study and classification have been so modified as to admit of semi-annual promotions. An increased attendance over last year is reported; the discipline is said to have been firm but mild; the tuition systematic, accurate, and just; the teachers able, faithful, and energetic. The high school is in a good and improving condition; number of pupils enrolled, 137; average daily attendance, 111.—(Report for 1876 of board of education and Superintendent of Instruction Samuel Findley.)

CHILLICOTHE.

Officers.—A board of education of 6 members, elected for terms of 3 years, two going out of office each year, and a city superintendent of schools.

Statistics.—Population, 12,000; youth between 6 and 21 years of age, 3,344; whole number enrolled in public schools, 1,837; in private schools, 400. Average number of teachers employed in public schools, 42. Increase during the year in total enrolment, 47; in monthly enrolment, 84.6; in average daily attendance, 88.6.

Remarks.—The schools are divided into primary, grammar, and high, each grade occupying 4 years. German is studied in all the grades, beginning with the alphabet in the lowest primary. The enrolment in the high school was 136; average daily attendance, 107; number graduated, 24.—(Report for 1875–'76 of board of education and Superintendent G. N. Carruthers.)

CINCINNATI.

Officers.—A board of education of 50 members, 2 from each ward, serving for 2 years, one-half being changed each year, a union board of high schools, and a city superintendent of schools.

Statistics.—Population of the city, about 267,000; youth between 6 and 21 years of age: white, 86,886, colored, 1,956; total, 88,842. Pupils enrolled in district schools: white, 23,808, colored, 871; in intermediate schools, white, 4,302, colored, 112; in high schools, white, 886, colored, 38; in normal schools, 78; in school for deaf mutes, 20; in evening schools, 4,237; grand total of pupils attending public schools, 34,352. Teachers, 580, of whom 106 were men. School buildings in use, 41; school rooms in use, 554; rooms not in use, 18. Square feet of floor to each pupil in daily attendance, 14; cubic feet of space to each pupil, 200. Average number of pupils belonging in the district, intermediate, high, and normal schools: white, 22,622, colored, 638; total, 23,260; average number in daily attendance, 22,406. Per cent. of daily attendance estimated on enrolment: in white schools, 74.5; in colored schools, 59.3; general average, 73.6.

The schools, as above indicated, are of three grades, known as district schools, inter-

mediate schools, and high schools. There are 31 district schools, 6 intermediate ones, besides 10 intermediate departments in district schools, and 3 high schools, with 1 normal school.

Remarks.—While the increase in the number of pupils enrolled during 1875–'76 over the number for the previous year was 981, the increase in the average number belonging was only 472, and in the average attendance, 477. This difference is due to the prevalence of small-pox during the greater part of the school year. It is estimated that about 15,826 pupils attended private and church schools, and that 450 belonged to charitable and reformatory institutions, making a total attendance upon all schools (exclusive of pupils in business colleges or higher institutions) of 49,935. Of these, about 42,984 were between 6 and 14 years of age, leaving about 6,400 children between those ages who did not attend any school.

The advancement in the evening schools, especially in the evening high, is said to have been very creditable. The enrolment and average attendance have increased 44 per cent. during the year in these schools. In the high there was an attendance of 980 different pupils, (of whom 101 were women,) taught by 14 instructors.

German is taught by 119 teachers in all the grades, and in all but one of the schools. The new course of study does away with translation in the district schools, and substitutes conversational lessons on familiar objects. This study is pursued by 29 per cent. of the pupils in the high schools, by 30.6 per cent. in the intermediate schools, and by 56.3 per cent. in the district schools.

Special attention is given, and with good results, to instruction in penmanship, music, and drawing.

The three high schools — two of them for white and one for colored pupils, having in all an average attendance of 808 pupils — graduated 77 during the year; 15 more than in 1874–'75. There are three courses, classical, technological, and general, each occupying 4 years. The first secures a preparation for college; the second, for special university courses; the last is for those who do not intend to go to higher schools. German, French, Greek, and Latin are taught, besides all the usual higher English branches.

The normal school reports an enrolment of 78, and an average attendance of 53 students, of whom 31 were graduated during the year. The general term for graduation is a year and a half. Nearly 90 per cent. of the students in the English department are high school graduates. Students are admitted to the school on diplomas from the high school, on teachers' certificates, and on special examinations.

In addition to the required annual institute — which was in session a week previous to the opening of the schools, and which every teacher must attend, on pain of reduction of salary — the teachers of the city have the benefit of monthly meetings, which are kept up for consultation upon school affairs and for mutual improvement.

A school for deaf-mutes was opened in November, 1875, by the public school authorities. The method of instruction is the sign language and the manual alphabet.—(Report for 1875–'76 of City Superintendent of Schools John B. Peaslee.)

CLEVELAND.

Officers.— A board of education of 18 members, one from each ward, elected for a period of two years, one-half the number going out of office each year; and a board of examiners of teachers, consisting of 6 members who serve 3 years, one-third retiring each year. The board of education appoints a city superintendent of schools, who is also secretary of the board of examiners.

Statistics.— Population of city about 138,000; youths 5 to 21 years of age in 1875, 48,561; in 1876, 47,043, of which latter number 422 were colored. Pupils enrolled in public schools, (1875–'76,) 20,771; average number belonging, 15,007; average daily attendance, 14,069. Per cent. of punctual attendance on enumeration, 45; on number registered, 68; on average number belonging, 94. Colored persons attending public schools, 266; not attending any school, 156. Pupils attending private and church schools, 8,938; children not attending any school, 18,399. Public schools in the city, 42; teachers, including 4 special teachers and 5 special superintendents of primary instruction, 335. Expenditures for school purposes, $410,846.36.

Remarks.—The system comprises primary, grammar, and high schools, a normal school, and the public library. The primary and grammar schools each comprise 4 years in their course. The high schools offer a classical course, a Latin and English course, a German and English course of 4 years each, and an English course of 3 years. The establishment of this 3 years' course, however, has not, it is thought, been beneficial to the schools. It does not represent three-fourths as much work as either of the 4 years' courses, and is not worth to the pupil more than half as much; and yet, since its graduates are admitted to the normal school, 9 out of 10 pupils expecting to teach take this course as the shortest way to the salary of teacher. The total enrolment of pupils in higher schools was 671; average number belonging, 584; average daily attendance, 561.

In the normal school there are two classes, one of them pursuing a two years' and the

other a one year's course. The conditions of admission have this year been modified, so that graduation from the 4 years' course in the high school is necessary to admission to the senior class. The whole number registered in the school was 51, the average number belonging about 43, and the average daily attendance about 42. Thirty were graduated.

The number of volumes in the public library was 22,769, and there were drawn on an average 698 volumes for every working day. A reading room connected with the library is supplied with the most important newspapers and periodicals, and is visited each day by an average of 492 readers.

Great attention is given to the studies of drawing and penmanship, special teachers being employed in these branches and in music. The great success which has attended the study of drawing here is ascribed to the plan of instruction followed, which was prepared by the teacher, Mr. Aborn, and differs greatly from systems most in vogue, although it is not without a precedent, being, in several important particulars, like that followed in the Gymnasia and trade schools of Prussia. It rejects all copying from the flat as being unfavorable to an attainment of the ability to represent readily and truly the real object. The plan begins with perspective or object drawing, then takes up conventional drawing — the expression of some or all the characteristics of the forms of objects, a kind of drawing used principally in ornamentation — and finishes with geometric drawing, or projection.

The pupils of the primary and grammar schools are taught music in a series of progressive lessons from the first to the eighth year, a course which is continued for one year in the high school.

The German department comprised, 1875-'76, 158 classes, of which 87 were in primary, 60 in grammar, and 11 in high schools. The average number of pupils engaged in the study was 5,549, about one-third of all in the public schools; an increase of 500 pupils over the previous year.—(Report of the board of education for 1875-'76.)

COLUMBUS.

Officers.—A board of education of 11 members, whose term of office is 2 years; a clerk of the board, a city superintendent, and board of examiners of 3 members, including the city superintendent.

Statistics.—Population of the city, 44,799; youth between 6 and 21 years of age, 12,686: pupils registered in the public schools, 6,797; in the night schools, 437; in private and parochial schools, 1,258; whole number receiving instruction, 8,492. Teachers: men, 14; women 114; total, 128. Schools, 107. Valuation of school property, $561,343. Cost of tuition per capita on number of pupils registered, $11.85; on average number belonging, $14.88; on enumeration of youth between 6 and 21 years of age, $6.60. Total receipts for public schools, $249,064.48; expenditures, $162,260.70.

Remarks.—The schools are divided into ungraded, primary, grammar, and high, the three last embracing a course of four years each. Owing to the persistent efforts of the teachers there has been a continued decrease of tardiness; there being, out of an enrolment of 6,797 pupils for the year, 4,148 who were never tardy.

The number entering the high school is increasing year by year although the standard of scholarship for admission is rigidly maintained. The enrolment last year was 368, of whom 106 were boys and 262 girls; the average number belonging, 316; and the average attendance, 305; an increase in 4 years of nearly 90 per cent. The new English course (lasting 3 years) has not met with the great favor predicted for it by its friends. It is taken by but few, the large majority preferring a course involving the study of either German or Latin. As a general rule, the pupils who study a foreign language surpass in their other studies those who do not.

Three evening schools were open during the year, having an enrolment of 303 pupils, and an average attendance of 245. The enrolment was considerably less than that of the previous year, but the average attendance was greater and the cost per capita less than one-half. The instruction was oral and eminently practical; yet only a small number could be influenced to make any personal effort for themselves outside of the time spent with the teacher. The few who attended regularly were benefited, but to the greater number, whose presence depended upon the absence of amusements outside, the school was not profitable.

The free evening art school made good progress, considering the disadvantages under which it labored, such as the poor arrangement of light and inconvenient desks. The students worked enthusiastically. The number enrolled during the term was 117: men, 79; women, 38; average number enrolled, 52; average attendance each evening, 39. The students represented 22 different occupations, the greater number being teachers. Average age of students: men, 21; women, 25.—(Report of board of education, 1875-'76, R. W. Stevenson, city superintendent public instruction.)

DAYTON.

Officers.—A board of education of 22 members, one-half the number going out of office each year, and a city superintendent of instruction.

Statistics, 1875.—Population of city, 35,000; youth, 6 to 21 years of age, (census of 1874.) 10,483; number registered in public schools, 5,238; average daily attendance, 3,610; number of teachers, 102; 17 men and 85 women.

Remarks.—The system includes district, intermediate, high, normal, and night schools. The course of instruction in the district schools lasts 7 years, and comprises as many grades. The intermediate or eighth grade is preparatory to the high school course which follows it, and embraces four years. In 1875 there were 238 pupils registered in the high school, the average daily attendance being 188. In the normal school there was an enrolment of 15, with an average attendance of about 12. The night schools numbered about 300.

Making allowance for an attendance upon private and church schools of 1,377 pupils, Superintendent Hancock estimates that over 2,000 youth between 6 and 16 years of age, or nearly 24 per cent. of the whole number enumerated of that age, did not cross the threshold of a school-house for the entire year. He therefore strongly urges upon the legislature some action looking towards the rescue from degradation and crime of this class of youth. The two things specially needed, in his opinion, are an efficient truancy law and a city reform school.—(Report of board of education and of Superintendent John Hancock for 1875.)

FREMONT.

Officers.—A board of education of 6 members elected for terms of three years, one-third going out each year, and a city superintendent of schools.

Statistics, 1874-'75.—Estimated population of the city, 6,500; pupils enrolled in public schools, 950; average weekly enrolment, 710; average daily attendance, 643; per cent. of average attendance on average weekly enrolment, 92. Number of schools, 14; of regular teachers, 17; special teachers, 2. Cost of the public schools per pupil on the total enrolment, $13.90; on the average daily attendance, $20.54; total expenditures for school purposes, $16,535.80.

Remarks.—A slight increase in the enrolment from the previous year is reported, with a marked improvement in the regularity of attendance. The different grades of schools embrace 8 primary, 4 grammar, and 1 high, with 1 German-English school. In the high school there were 81 pupils registered, the average attendance being 53.—(Report of board of education and Superintendent W. W. Ross.

HAMILTON.

Officers.—A board of education of 8 members, 2 for each ward, and a city superintendent of schools.

Statistics.—Population in 1870, by the census, 11,081; youth in the city, 6 to 21 years of age, 5,639. Number of pupils enrolled in public schools, 1,709; average daily attendance, 1,241. Number enrolled in private and parochial schools, 1,022. Total number under instruction, 2,731. Number of teachers employed, 32. Expenditures for school purposes, $46,172.02.

Remarks.—The three departments, primary, intermediate, and high, are each divided into 4 grades, one of which comprises a year, making a complete course of 12 years. A course of instruction for the German-English classes has just been published, extending over a period of 6 years, the English instruction given in these being the same as that given in the regular English classes. Music and drawing were taught in every grade during the year, the latter with excellent results. The classes in the high school are under efficient instruction, and the number of pupils is greater than at the time of any previous report. The total enrolment in this school during the year was 119; average daily attendance, 96. Latin is studied, and French and Greek may be, if desired.

It is believed that the enumeration of school population is excessive, and that therefore the disparity between this and the attendance, as shown by the figures, is considerably larger than the facts would justify.—(Report for 1875-'76 of City Superintendent Alston Ellis.)

SANDUSKY.

Officers.—A board of education of 10 members, elected for terms of 2 years, a part going out each year, and a city superintendent of schools.

Statistics, 1874-'75.—Total receipts for school purposes in 1875, $65,492.14; expenditures, $54,075.69; balance on hand, September, 1875, $11,416.45. Population, 17,000; enrolment in the public schools, 2,459; average daily attendance, 1,697. Cost of education per pupil, on the basis of average number belonging, $15.50.

Remarks.—The schools of the city are graded into primary, grammar, and high, each division embracing 4 years. A training school for teachers was established in 1874. A steady improvement is reported in the methods employed by the teachers. Very few text books are used in the first six years of school. Geography, for instance, is taught from wall maps and globes during the first six years. In the seventh year a text book is introduced and finished. Music, drawing, and German are successfully taught.—(Report of board of education and Superintendent George J. Anderson for 1874-'75.)

STEUBENVILLE.

Officers.—A board of education of 5 members and a city superintendent of schools.

Statistics.—Population of city, 13,500; youth 6 to 21 years of age, 4,732. Number registered in public schools, 2,208; average daily attendance, 1,624. Number of teachers employed within the year: men, 7; women, 32; total, 39. Enrolment in evening school, 55; average attendance, 21. Enrolment in the high school, 123; average daily attendance, 108.

Remarks.—There has been a steady increase in the number attending the upper grades. The classes in the high school have been so arranged that pupils have now a choice of an English or classical course. In connection with this school, a training class for teachers has been successfully carried on since 1873. German has been taught during the last 5 years, but, in consequence of the limited time at the disposal of the special teacher, in the grammar and high schools alone. The attendance in the evening school was neither large nor regular enough to encourage the belief that much good was accomplished.—(Report of Steubenville public schools, Martin R. Andrews, superintendent, 1876.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Only 5 normal schools report statistics for 1876 to the State commissioner, against 8 in 1875. There was an attendance upon these 5 schools of 627 young men and 421 young women; total, 1,048. Graduates, 93 young men and 69 young women. Regular instructors, 28. These figures show an increase over those reported by the same schools in 1875 of 3 teachers and 52 students.—(State report, 1875–'76, pp. 26, 27.)

Seven others, beside the 5 above referred to, report to this Bureau 35 instructors; of the 7, 5 report 1,111 normal students, 2 of them not reporting the number of students.

TRAINING SCHOOLS.

The Cincinnati training school reports 78 young women in attendance for 1876, the same number as for 1875, and 31 graduates, 10 less than for 1875. The number of teachers remains the same as last year; the conditions of admission and graduation are the same, and the course of study is unchanged.

The Cleveland training school reports the same number of teachers as were employed in 1875. Enrolment, 50 young women, 1 more than the previous year; graduates, 30, 4 more than in that year. Course of study, professional. Only those whose academic training equals the high school course of Cleveland are admitted. The 4 years' course in the high school admits to the senior class in the training school; the 3 years' course to the junior class. The course is, therefore, either 1 or 2 years, according to previous preparation.

The Dayton training school reports 2 teachers, one more than in 1875, with 16 young women in attendance, (5 less than the previous year,) and 14 graduates, 6 more than in 1875. The course of study is strictly professional.

The Sandusky training school reports 1 teacher employed, 16 young women in attendance, and 6 graduates. The course of study lasts 2 years.—(State report, 1875–'76, pp. 39, 40.)

TEACHERS' INSTITUTES.

Teachers' institutes were held in 85 different counties during the year. County teachers' associations held and reported 92 meetings. The number of members of county teachers' associations attending county institutes for 1876 was 10,304, an increase of 176 over the number for 1875. The custom of employing lecturers from abroad—teachers of known ability and successful experience, but who frequently know little of the peculiar characteristics of the people or the especial wants of the teachers before whom they lecture—still prevails to some extent; but the tendency to secure teachers who have taught successfully in the county where the institute is held appears to be increasing.

These county teachers' associations indicate a disposition on the part of the members to make such improvements in the modes of teaching and such preparation to teach as public sentiment demands. They serve a good purpose, and are a necessity in the absence of any provision on the part of the State for the training of teachers.—(State report, 1875–'76, pp. 28, 29.)

EDUCATIONAL JOURNAL.

The Ohio Educational Monthly, under the editorship of the Hon. W. D. Henkle, has continued during 1876 its useful issues from the press at Salem, affording teachers much excellent instruction, as well as local and general information.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the 700,000 pupils enrolled in the public schools of the State, 24,000, or about 3½ per cent., are enrolled in the high schools, and not more than one-half per cent. of those enrolled in the public schools complete the high school studies. Of the 23,000 public school teachers, employed at a cost of $5,000,000, 700, or about 3 per cent., are employed in high schools, and receive $500,000, or 10 per cent. of the entire sum. Of the 13,000 school-houses in the State, 140, or about 1 per cent., are distinctively high schools, and are worth $3,000,000, or about 15 per cent. of the whole value of public school property in the State. In other words, 15 per cent. of the value of all the school property, and 10 per cent. of the money paid teachers, are expended to provide high school instruction for 3½ per cent. of all public school pupils, or 2 per cent. of all the youth of school age in the State.

To those who have given the subject of public education careful consideration, the question has arisen, Are the results derived from the high schools of sufficient worth to the public to justify the support of these schools at public expense? Does the value of the high school to the general public, in its influence upon lower schools, in its development of the pupils attending, in the practical training it gives to its members—remembering that much the greater number of those who attend and graduate from the high schools are girls, and that, after all, it is practical, self-reliant men and women the public schools should develop — does the worth of the high schools, in this view, justify the expenditure for them of 15 per cent. of the public school funds, when but 3½ per cent. of all the pupils enrolled ever enter them, and but ½ per cent. ever graduate from them? The educators of the country are almost a unit in their opinion respecting these questions. After some years of intelligent observation and practical trial of the high school system, they have almost universally answered them in the affirmative.—(State report, 1875–'76, pp. 45–47.)

PRIVATE SECONDARY SCHOOLS.

In 4 schools for boys, 8 schools for girls, and 28 for both sexes, outside of the public school system, there have been reported to this Bureau, 4,354 pupils under 239 teachers. Of these, 462 are in classical studies, 674 in modern languages, 168 preparing for a classical course in college, and 125 for a scientific course. Drawing is taught in 10 of these schools, vocal music in 28, and instrumental music in 28. Chemical laboratories are reported by 18, and philosophical apparatus and libraries of 18 to 3,000 volumes by 23.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Four preparatory schools and 28 departments report a total of 85 teachers, 3,021 students, of whom 1,127 were preparing for classical courses, and 826 for scientific. Of the 4 preparatory schools all but 1 report chemical laboratories, apparatus for the illustration of natural philosophy, and gymnasiums, and 2 libraries, aggregating 750 volumes.

BUSINESS COLLEGES.

Twelve business colleges report 41 teachers and 1,965 students, of whom 143 were studying phonography, 47 telegraphy, and 101 German. The common English studies and correspondence were taught by 11; penmanship and book-keeping by all; the higher mathematics by 2; banking by 6; commercial law by 9; political economy, life insurance and telegraphy by 2; and phonography by 5. Four report libraries ranging from 50 to 500 volumes, and aggregating 1,250.

SUPERIOR INSTRUCTION.

COLLEGES AND UNIVERSITIES.

The State commissioner received reports for 1876 from 25 universities and colleges, (one more than in 1875,) having a total of 218 regular teachers and 4,533 students. In 1875 the attendance, reported by 23 colleges, was 5,402. In 1876, 23 colleges reported 2,333 students pursuing a regular course of study against 3,063 reported by 22 in 1875. In 1876, 24 report 307 graduates in regular courses, while in 1875 there were 357 reported by 21. The aggregate yearly income of 19 colleges was reported in 1876 as $185,908; in 1875 this item was reported by 20, and amounted to $239,675.—(State report, pp. 27, 28.)

Antioch College, Yellow Springs, (non-sectarian,) admits both sexes and provides preparatory, regular collegiate, and partial courses. Degrees are conferred only on graduates from the regular course.—(Catalogue, 1875–'76.)

Baldwin University, Berea, (Methodist Episcopal,) for both sexes, has preparatory, collegiate, and pharmacy departments, the collegiate embracing classical and scientific

courses. The students in the departments of Greek, the modern languages, and music are instructed by the professors in German Wallace College, while the students of that college enjoy similar privileges in Baldwin University.—(Catalogue, 1875–'76.)

Denison University, Granville, (Baptist,) is exclusively for young men, and includes preparatory and collegiate departments, the latter with classical, scientific, and elective courses.—(Catalogue, 1876–'77.)

Farmers' College, College Hill, (non-sectarian,) admits both sexes, and includes preparatory, collegiate, agricultural, and English courses. Drawing and vocal music are also attended to.—(Catalogue for 1876.)

Geneva College, West Geneva, (Reformed Presbyterian,) admits both sexes to its classical, normal, and scientific courses. There are also classes in instrumental music and commercial book-keeping.—(Catalogue, 1875–'76.)

German Wallace College, Berea, (Methodist Episcopal,) admits both sexes, and embraces collegiate, preparatory, and theological departments, the former with classical and scientific courses. There is also an English course for Germans and a German course for Americans.—(Catalogue, 1875–'76.)

Heidelberg College and Theological Seminary, (Reformed,) is for both sexes, and embraces collegiate, preparatory, and theological departments. Special facilities are afforded for the study of the German language.—(Catalogue, 1875–'76.)

Hiram College, Hiram, (Disciples,) embraces preparatory, biblical, classical, Latin and scientific, scientific, ladies', teachers', and commercial courses. Both sexes are admitted.—(Catalogue, 1876.)

Kenyon College, Gambier, (Protestant Episcopal,) is for the education of young men exclusively, and includes preparatory, collegiate, and theological departments.—(Catalogue, 1875–'76.)

Marietta College, Marietta, (non-sectarian,) embraces preparatory and collegiate departments, and appears to be exclusively for young men.—(Catalogue, 1874–'75.)

McCorkle College, Bloomfield, (Presbyterian,) is for both sexes, and includes preparatory, academic, and scientific departments. Its principal design is to qualify young men for the study of theology.—(Catalogue, 1874–'75.)

Miami Valley College, near Springboro', is under the care of Friends. Both sexes are admitted, not only as students, but as members of the faculty. Departments, preparatory and collegiate. A special feature here is the union of industrial with academic training. Young men are employed and instructed in farming and in mechanical occupations; young women in housework.—(Catalogue, 1876–'77.)

Mt. Union College, Mt. Union, (non sectarian,) embraces in its plan general and special courses, the former including an ancient and modern classical course, a liberal literature and arts course, a philosophical, and a scientific course, each arranged for 4 years' work. The special courses embrace preparatory, normal, music, fine arts, and commercial or industrial courses. The distinctive features of the college are entire liberty in the choice of studies; prominence given to practical studies; the special courses; the religious influence, Christian, but not sectarian nor partisan; and equal privileges and honors to women, not only as students but in the faculty. Self government by students is a rule of the institution, and the privileges enjoyed are offered only on condition that it is observed.—(Catalogue, 1876–'77.)

Oberlin College, Oberlin, (Congregational,) embraces departments of theology, of philosophy and the arts, and of preparatory instruction; also, a conservatory of music. The department of philosophy and the arts includes classical and scientific, literary, and select courses.—(Catalogue, 1876–'77.)

Ohio University, Athens, (non-sectarian,) includes preparatory and collegiate departments, the latter providing classical, scientific, and select courses.—(Catalogue, 1875.)

Ohio Wesleyan University, Delaware, (Methodist Episcopal,) has preparatory and collegiate departments; the latter with classical and scientific courses. There is also a teachers' course of 2 years.—(Catalogue, 1875–'76.)

One Study University, Scio, (Methodist Episcopal,) embraces preparatory and collegiate studies, and admits both sexes. The distinctive feature of this college is its plan of study, which takes up and completes one branch at a time.—(Catalogue, 1874–'75.)

Otterbein University, Westerville, (United Brethren,) embraces classical, scientific, ladies', and preparatory courses, the latter with classical, scientific, and English departments.—(Catalogue, 1876–'77.)

St. Xavier's College, Cincinnati, (Roman Catholic,) embraces 4 departments, the collegiate, academic, commercial, and preparatory, including, besides the common English branches, a study of the doctrines and evidences of the Catholic religion, logic, metaphysics, ethics, astronomy, natural philosophy, chemistry, mathematics, rhetoric, composition, elocution, history, book-keeping, Latin, Greek, German, French, and vocal and instrumental music.—(Catalogue, 1875–'76.)

University of Cincinnati, Cincinnati, (non-sectarian,) was established by the munificence of Charles McMicken, aided by the city of Cincinnati, under legislative enactments, and incorporated in 1870. According to the conditions of Mr. McMicken's gift all its privileges are open to women. The conditions of admission, courses of study,

standard of excellence required, and times and places of lectures are the same for both sexes. The university is devoted exclusively to higher education, and has no preparatory school. Three courses of study are open, the classical, scientific, and civil engineering. The system is largely elective, prescribed studies occupying the first year only.—(Catalogue, 1876–'77.)

University of Wooster, Wooster, (Presbyterian,) provides collegiate, preparatory, and medical departments, the former with classical, philosophical, and scientific courses. Superior advantages are offered to earnest young women who desire thorough intellectual culture, and who prefer advanced education to merely artistic or social accomplishments. The coeducation of the sexes has proved unquestionably successful here. Young women have been able in all respects to master the difficulties of the college course and to maintain the highest rank, and their presence is a constant stimulus to study, to order, and to a courteous bearing on the part of the young men.—(Catalogue, 1875–'76.)

Urbana University, Urbana, (New Church,) was founded in the interests of the New, or Swedenborgian, Church, and its controlling aim is to combine with thorough scientific and literary culture a knowledge of the uses and duties of the Christian life. The courses of study are preparatory, collegiate, and theological.—(Catalogue, 1875–'76.)

Western Reserve College, Hudson, (non-sectarian,) embraces academical, preparatory, and medical departments. Natural theology is studied in the collegiate course in connection with metaphysics.—(Catalogue, 1876–'77.)

Wilberforce University, near Xenia, (African Methodist Episcopal,) reported in its catalogue of 1872–'73 (the latest at hand) preparatory, classical, scientific, normal, theological, and law departments.

Wilmington College, Wilmington, (Friends,) is for both sexes, and embraces preparatory and collegiate departments, the latter having scientific and classical courses.—(Catalogue, 1875–'76.)

Wittenberg College, near Springfield, (Evangelical Lutheran,) includes preparatory, collegiate, and theological classes. A large majority of the students in attendance are candidates for the gospel ministry.—(Catalogue, 1875–'76.)

Xenia College, Xenia, (Methodist Episcopal,) embraces primary, preparatory, collegiate, and normal departments. Both sexes are admitted to the classes and to the faculty.—(Catalogue, 1875–'76.)

Ohio College Association.— Beyond the fact that a number of gentlemen, representing various colleges, met at Delaware during the holiday week of December, 1876, no account of this association for that year has reached the Bureau.

COLLEGES FOR WOMEN.

Thirteen such institutions have reported to the Bureau of Education, for 1876, a total of 139 teachers and 1,416 pupils, of whom 207 were in preparatory departments under 5 teachers, besides those in the college faculties. Of the collegiate students, 908 are reported as in the regular course, 101 in partial courses, and 14 in graduate courses. The remainder are unclassified. All the 13 teach vocal music; 12 teach instrumental also, with French and Italian; 4 teach Spanish; 1 Italian, and 1 Anglo-Saxon in addition to the other languages mentioned. Eight teach drawing, and 6 painting also. Ten report chemical laboratories; 9, philosophical apparatus; 5, art galleries, and 4 collections in natural history.—(Returns to Bureau of Education.)

Statistics of universities and colleges, 1876.

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	9	5	53	30	$200,000	$122,000	$9,830	$2,196	.....	.....	*a*6,600
Baldwin University	8	6	99	67	37,500	103,729	6,500	.....	.....	.....	2,000
Buchtel College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Capital University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cincinnati University	10	0	.....	90	75,000	500,000	20,000	525	$0	$0	500
Denison University	10	6	70	55	300,000	210,000	13,490	1,566	0	.....	*a*12,825
Farmers' College of Hamilton County.	10	2	31	29	20,000	65,000	5,000	.....	0	85,000	*b*5,000
Franklin College	6	.....	.....	.....	10,000	10,000	.....	1,200	.....	.....	*a*2,200

a Includes society libraries. *b* Society libraries.

Statistics of universities and colleges, 1876—Continued.

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.	
Geneva College	5	....	31	44	$11,000	$0	$0	$1,906	$0	.....	490
German Wallace College	5	0	47	70	47,000	59,455	4,000	125	0	$25,000	*a*950
Hebrew Union College	3	....	23	.....	.....	60,000	5,000	0	0	.....	.....
Heidelberg College	6	....	74	90	25,000	60,000	4,737	1,300	0	90,000	4,300
Hiram College	7	3	161	18	25,000	50,000	3,251	1,749	.....	2,750	*a*2,635
Kenyon College	8	4	15	50	100,000	90,000	6,300	.....	0	.....	*a*11,871
McCorkle College	3	1	15	25	12,000	8,000	700	600	.....	.....	150
Marietta College	11	....	93	75	130,000	.....	.....	.....	.....	40,000	*a*17,000
Miami Valley College	15	0	83	.....	.....	.....	.....	*b*10,000	.....	.....	.....
Mt. Union College	21	3	64	363	385,473	78,000	10,965	16,575	0	.....	4,168
Muskingum College	5	....	37	30	25,000	.....	.....	1,700	.....	.....	540
Oberlin College	19	1	567	334	500,000	116,000	9,600	3,138	.....	0	*a*15,000
Ohio Central College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio University	6	....	48	46	50,000	75,000	4,554	2,245	.....	.....	*a*5,500
Ohio Wesleyan University	13	3	335	141	180,000	200,000	16,000	600	0	0	*a*13,000
One Study University*	4	0	37	82	25,000	0	0	3,500	0	0	*a*1,800
Otterbein University	6	3	135	68	75,000	60,000	6,000	2,845	0	.....	*a*1,700
Richmond College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Xavier College	27	....	118	54	160,000	.....	.....	91,000	0	.....	*a*15,400
University of Wooster	14	4	115	165	150,000	150,000	9,000	7,500	.....	20,000	6,000
Urbana University	6	....	17	12	25,000	.....	4,000	1,500	0	.....	5,000
Western Reserve College	10	4	40	72	100,000	200,000	16,183	817	.....	.....	*a*11,000
Wilberforce University	12	0	83	7	65,000	11,000	800	2,350	0	.....	4,000
Willoughby College	6	....	*c*9	33	25,000	.....	.....	.....	.....	.....	.....
Wilmington College	5	....	71	19	50,000	6,000	480	2,250	.....	.....	900
Wittenberg College	9	2	53	89	75,000	100,000	8,000	2,500	0	0	*a*7,000
Xenia College	9	....	*d* 49	76	20,000	.....	.....	1,800	.....	.....	300

* From Report of Commissioner of Education for 1875.
a Includes society libraries.
b Board and tuition.
c Unclassified students.
d Also 105 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Ohio Agricultural and Mechanical College, organized in 1870 and located at Columbus, now embraces in its course of study 13 departments, namely, physics and mechanics; chemistry; zoölogy; botany; geology; agriculture; mathematics; civil engineering; English, French, and German languages; Latin and Greek languages; political economy and civil polity; mechanical and free hand drawing, and military science and tactics. The degrees conferred are bachelor of arts, bachelor of science, and civil engineer. Students who are candidates for degrees must pursue a prescribed course of study during the first two years. In the subsequent college work a large liberty of choice is accorded. The full course covers 4 years. The year 1876 was one of steady gain and growth for the institution. The number of students has increased, the grade of scholarship advanced, and students are rapidly falling into the regular courses of study.—(Report to board of trustees, 1876.)

The Agricultural Department of Farmers' College embraces departments of physics, sciences, and zoölogy, including lectures on the effect of climate on plants and animals, the nature of soils and fertilizers, horticulture, arboriculture, pomology, cereals, and insects.—(Catalogue, 1876.)

The Toledo University of Arts and Trades was organized in 1872 for the purpose of furnishing artists and artisans with the best facilities for a higher culture in their professions and in related sciences. The only school as yet organized is one of design. It has 31 pupils, 20 men and 11 women.—(Return, 1876.)

THEOLOGY.

The Theological Department of the Educational Institute of the Mennonite Community, at Wadsworth, includes the study of Bible history, biblical knowledge, exegesis, dogmatics, symbolism, church history, catechism, and delivery of sermons.—(Circular, 1876.)

Mt. St. Mary's Seminary of the West (Roman Catholic) provides preparatory and theological departments, the former of 4, the latter of 3 years. In order to gain admittance into the theological department, the student must have satisfactorily completed his philosophical studies.—(Catalogue, 1874–'75.)

Union Biblical Seminary, (United Brethren,) at Dayton, has a full course of 3 years, on completion of which students receive the diploma of the seminary. Applicants for admission must be college graduates, or must have otherwise qualified themselves to pursue the course with advantage.—(Catalogue of seminary, 1876.)

The Theological Department of Kenyon College (Protestant Episcopal) provides a 3 years' course of instruction, to which are admitted only graduates of colleges and others who can pass a satisfactory examination in the Latin language, in classical and Hellenistic Greek, and in the general principles of natural, intellectual, and moral philosophy, and of rhetoric.—(Catalogue of college, 1875–'76.)

The Theological Department of Oberlin College has a 3 years' course of study, and requires for admission a college diploma or a satisfactory examination in Greek, English, and rhetoric, modern history, and mental and moral philosophy.—(Catalogue of college, 1876–'77.)

The Theological Department of Urbana University includes in its course of study the Latin, Greek, Hebrew, and Syriac languages, biblical antiquities and exegesis, geology and natural history, history of philosophy, church history, and a systematic course of theological reading.—(College catalogue, 1876.)

The Theological Department of Wittenberg College has a course of study covering 2 years, and comprising exegetical theology, historical theology, systematic theology, and practical theology.—(College catalogue, 1875 and 1876.)

LAW.

The Law School of the Cincinnati College provides a course of 2 years of 7 months each. No particular course of previous study is required for admission, nor is any examination, license to practise, or certificate of age required.—(Catalogue of school, 1876–'77.)

MEDICINE.

The Medical College of Ohio, Cincinnati, has a 3 years' course of instruction. The student, in order to graduate, must have attended 2 full courses of lectures in one or more of the hospitals connected with the college, and must have engaged in practical anatomy during at least one session. A graded system of study has been established, which, however, is entirely optional.—(Catalogue and announcement, 1875.)

Miami Medical College of Cincinnati, in its plan of instruction, combines clinical and didactic teaching, with frequent examinations. Special instruction is given in the duties of medical examinations for life insurance. A progressive course has been arranged, and, though optional as yet, is considered by the faculty far preferable to the old plan.—(Announcement, 1876–'77.)

Cleveland Medical College.—The candidate for graduation must have studied medicine under a regular physician for 3 years, and have attended 2 full courses of study in schools of good standing, the last of which must have been at this school. Graduates of literary schools are admitted to examination after 2 years of medical study.—(Catalogue, 1875–'76.)

The Medical Department of the University of Wooster combines with the ordinary didactic teaching daily and weekly examinations and reviews. The candidate for graduation must have studied 3 years in the office of some respectable practitioner, and have attended at least 2 courses of lectures, the last of them here.—(Catalogue, 1876–'77.)

Columbus Medical College has a 3 years' course of study, 2 of them in the college, the other with some reputable practitioner. In examining candidates for degrees the faculty is assisted by a board of censors, composed of members of the profession not connected with the college.—(Announcement, 1876–'77.)

Starling Medical College has a 3 years' course of study, including 1 year of study with some reputable practitioner. In order to graduate, students are required to attend 2 full courses of medical lectures, 1 of which shall be at this institution, and 1 course of practical dissections.—(Catalogue, 1875–'76, and special return.)

Cincinnati College of Medicine and Surgery.—The student, in order to be graduated at this college, must study medicine for 3 years with a regular physician of good standing. He must attend 2 full courses of lectures, the last of them in this college, and at least 1 course of dissections under a demonstrator of anatomy.—(Catalogue, 1876–'77.)

The Eclectic Medical Institute, Cincinnati, *The Pulte Medical College*, Cincinnati, and the *Homœopathic Hospital College*, at Cleveland, all report a 3 years' course of instruction.—(Special returns, 1876.)

DENTISTRY.

The Ohio College of Dental Surgery, Cincinnati, requires for graduation 2 full years of pupilage, part, at least, with a reputable dental practitioner and good teacher, and 2 complete courses of lectures in a dental college. A good English education is not an absolute requirement for admission, but it is greatly desired by the faculty that the students should have received such a training.—(Announcement, 1875–'76.)

PHARMACY.

The Cincinnati College of Pharmacy, in a special return, reports 4 years as its full course of study, which, in a printed circular, is explained to be 2 full courses of lectures in a regular college of pharmacy, the last of which shall be in this college, and an experience of 4 years in the retail drug business.

Statistics of schools for scientific and professional instruction, 1876.

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.	12	...	149	4, 6	$500, 000	$500, 000	$30, 000	$0	1, 000
Toledo University of Arts and Trades.	*a*2	....	*a*31	.....	150, 000	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Christliche Bildungs-Anstalt der Mennoniten.	6	....	26	3	12, 000	.....	.....	.....	.....
German Lutheran Seminary*	3	....	23	3	.....	.....	.....	.....	2, 500
German Wallace College, theological department.	2	....	19	3	.....	.....	.....	.....	.....
Heidelberg Theological Seminary	2	2	21	2¾	.....	30, 000	1, 800	.....	2, 700
Lane Theological Seminary	6	5	29	3	160, 000	230, 000	16, 000	.....	12, 000
Mt. St. Mary's Seminary of the West.	9	0	95	10	170, 000	0	0	.....	15, 100
St. Mary's Theological Seminary	3	....	.....	5	75, 000	.....	.....	.....	.....
Theological department of Wittenberg College.	3	....	12	2	.....	.....	.....	.....	.....
Theological Seminary of St. Charles Borromeo.	8	....	34	8–9	20, 000	15, 000	.....	.....	5, 100
Theological Seminary, (Oberlin College.)	8	....	42	3	.....	.....	.....	.....	.....
Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	3	4	5	3	30, 000	110, 000	6, 800	.....	7, 000
Theological Seminary of Wilberforce University.	3	....	6	4	.....	.....	.....	.....	.....
Union Biblical Seminary	3	....	25	3	10, 000	40, 000	2, 500	.....	240
Xenia United Presbyterian Theological Seminary.	4	....	27	3	10, 000	47, 000	3, 200	.....	5, 000
SCHOOLS OF LAW.									
Law School of Cincinnati College	4	....	81	2	0	0	0	3, 045	1, 125
Law department of Wilberforce University.	2	....	1	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Cincinnati College of Medicine and Surgery.	9	...	75	3	25, 000	.....	.....	.....	.....
Cleveland Medical College, (Western Reserve College.)	14	...	86	2	75, 000	.....	.....	.....	.....
Columbus Medical College	11	...	82	3	6, 000	.....	.....	2, 100	.....
Medical College of Ohio	15	...	250	3	100, 000	0	0	14, 575	3, 000
Medical department of University of Wooster.	12	....	85	3	40, 000	.....	.....	4, 000	.....
Miami Medical College	10	....	140	3	40, 000	.....	.....	.....	.....
Starling Medical College	13	...	49	3	160, 000	.....	.....	2, 400	1, 000
Eclectic Medical Institute	8	...	163	3	80, 000	0	0	13, 700	0
Homœopathic Hospital College	12	...	96	3	50, 000	.....	.....	6, 400	3, 000
Pulte Medical College	13	...	63	3	40, 000	0	0	4, 000	1, 400
Ohio College of Dental Surgery	9	....	23	2	18, 000	0	0	3, 000	50
Cincinnati College of Pharmacy	3	....	85	4	*b*300	.....	.....	2, 500	125

* From Report of the Commissioner of Education for 1875. *a* In School of Design. *b* Apparatus.

SPECIAL INSTRUCTION.

OHIO INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, COLUMBUS.

The buildings for this institution, of brick, trimmed with stone, were erected at a cost of $650,000. Their floors cover a surface of 4 acres, and afford almost every convenience that could be desired for instruction, work, and comfort. Ten acres of land are included in the school property, which is valued at $800,000 in all.

The number of instructors for 1876 was 23, including 5 semi-mutes. The pupils under instruction numbered 490; males, 274; females, 216. Number since foundation of the institution, 1,587. The branches taught are the same as in graded city schools, with the aid of a small chemical laboratory, of some philosophical apparatus, of a museum of natural history, and a library of 3,000 volumes.

About three-fourths of the boys work in the industrial department of the school, which includes a shoeshop, printing office, and book bindery. The remaining fourth occupy the intervals between their study hours with household avocations and needful recreation. A portion of the older girls are employed at these intervals in the book bindery, and the others in various branches of housework. The opening of the shoeshop and bindery on Saturdays for voluntary paid labor has been tried, with good results.—(Report for 1875 and return for 1876.)

OHIO INSTITUTION FOR THE EDUCATION OF THE BLIND, COLUMBUS.

The number of instructors and other employés here in 1876 was 54, 5 of them being blind. The number of pupils was 156; the whole number since the opening of the school in 1837–'38 being given as 907. In addition to the literary studies—which embrace the ordinary branches of an English education, with of course the addition of music—such industrial occupations as broom making, cane seating, bead work, hand and machine sewing, knitting, and piano tuning are engaged in as a means to eventual self support.—(Return for 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

Arrangements were made by the executive committee of the State Teachers' Association for holding the usual annual meeting of that organization at Put-in Bay, June 27, 28, and 29, but it was postponed in order to give the teachers of the State an opportunity to visit the Centennial Exhibition.—(State commissioner's report, pp. 38, 39.)

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

This association met for its seventh annual session at Wapakoneta, December 26 and 27, 1876. The president, J. A. Pittsford, of Mt. Blanchard, delivered an inaugural address on "Reading," which was discussed by J. D. Flenner, of Cairo, H. S. Lehr, of Ada, and J. S. Staley, of Bluffton. W. F. Torrence, of St. Mary's, read a paper on "The wants of country schools," which was discussed by H. S. Lehr and others. C. F. Palmer, of Findlay, read a paper on "The study of English," which was discussed by several members. The other papers read were by S. F. DeFord, of Ottawa, on "Utilized power;" by G. W. Walker, of Lima, on "Examinations;" and by J. Fraise Richard, of Ada, on "Verification of credentials;" while addresses were made by Hon. James McKenzie on "How to achieve success;" by J. B. Peaslee, of Cincinnati, on "How to teach arithmetic;" and by the same on "Methods of teaching spelling."

The session is said to have been the largest and most interesting of the seven held, and the papers to have been of a high order.—(Ohio Educational Monthly, February, 1877, pp. 67, 68.)

LIST OF SCHOOL OFFICIALS IN OHIO.

Hon. CHARLES 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.

List of school officials in Ohio—Continued.

CITY SUPERINTENDENTS.

City.	Superintendent.	Salary.
Akron	Samuel Findley	$2,500
Canton	John H. Lehman	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	1,800
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	A. A. McDonald	3,000
Zanesville	A. T. Wiles	2,000

OREGON.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Persons 4 to 20 years of age	44,587	48,473	3,886	.....
Enrolment in public schools	24,854	27,426	2,572	.....
Average attendance	18,005	15,565	.....	2,440
Attending private schools	3,359	3,441	82	.....
Attending no school	8,894	13,143	4,249	.....
TEACHERS.				
Men teaching public schools	593	619	26	.....
Women teaching public schools	412	407	.....	5
Average monthly pay of men	$45 68	$49 20	$3 52	.....
Average monthly pay of women	33 64	34 73	1 09	.....
SCHOOLS.				
Public schools of ordinary grade	669	728	59	.....
Public schools of advanced grade	15	17	2	.....
Public school-houses	.....	732	.....	.....
Value of public school property	$304,737	$442,540	$137,803	.....
Average of months schools were taught	4.12	4.90	.78	.....
Private schools of primary grade	79	105	26	.....
Private schools of advanced grade	17	17	.....	.....
Private schools of collegiate grade	10	10	.....	.....
INCOME AND EXPENDITURE.				
Receipts.				
District tax	$92,035	$57,852	.....	$34,183
State apportionment	33,367	31,226	.....	2,141
County apportionment	117,182	122,189	$5,007	.....
Rate bills and subscriptions	15,011	19,604	4,593	.....
Unspecified sources	1,276	*38,951	37,675	.....
Total	258,871	269,822	10,951	.....
Expenditures.				
Teachers' salaries	113,962	181,902	67,940	.....
School-houses and sites	16,717	20,336	3,619	.....
Repairs	4,298	7,211	2,913	.....
Incidental expenses	69,928	24,514	.....	45,414
Total	204,905	233,963	29,058	.....
Balance on hand	17,920	32,612	14,692	.....

*This sum includes a balance remaining over from 1874–'75.

(Report for 1875–'76 of Hon. L. L. Rowland, superintendent of public instruction, pp. 116–121.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Organic Law of 1845; Congressional Bill of August 14, 1848; Territorial Laws of 1849 and 1851; Statutes of Oregon, 1855; General Laws of Oregon, 1843 to 1872; Constitution of 1857; Sketch by Rev. George H. Atkinson, D. D., in State Report for 1875–76.

PROVISIONAL AND TERRITORIAL LAWS.

This great State of the Pacific coast, first effectively discovered in 1792, and first extensively explored in 1804 and 1805, was not much settled before 1839, not put under any government till 1844, not organized as a Territory till 1848, not admitted as a State till 1859. The first hardy pioneers who went thither from the East, or were sent in by the Hudson's Bay Company from Canada, had often no families to take along with them, or did not venture to carry with them those they had. It was, therefore, long before there was any necessity for schools, or any movement to establish them. The earliest of these were apparently private ones for the children of the Hudson's Bay Company's employés, or mission and church schools set up by the agents of the Methodist Episcopal Church from 1834, by those of the American Board of Commissioners for Foreign Missions from 1836, and by those of the Roman Catholic Church from 1841 and 1842, followed later, but effectively, by those of the Congregationalists in 1847, and of the Protestant Episcopal Church in 1869 and 1870.

It was not till the establishment of a provisional government, July, 1845, that the organic law which laid the basis of that government gave a voice to the growing sense of the need of mental training, in section third of its first article, which said, "Schools and the means of education shall be forever encouraged." At that period, however, there were no public funds for the maintenance of schools. They had to be supported by voluntary local taxes, by subscriptions, or by missionary funds. But that they were wanted and were being fast established was shown by the rapid sale of $1,900 worth of school books taken in or ordered by Rev. George H. Atkinson, who in 1847 had been sent by the American Home Mission Society to labor among the people and to aid in the work of education.

The bill of the United States Congress, August 14, 1848, which organized a territorial government for Oregon, set the liberal example, that has since been followed in like cases, of ordering the reservation for school purposes, not of one section alone in every surveyed township as previously, but of two, the sixteenth and thirty-sixth, besides seventy-two sections for a university. This noble foundation for a noble school fund was quickly built on by an act of the territorial government passed September 5, 1849, devoting to the school fund the principal of donations and bequests to the Territory for school purposes, and the proceeds of sales of school lands, with the product of licenses, fines, forfeitures, or penalties. The same law provided that the interest of the fund thus created should be annually aided with the moneys accruing from the lease or rent of school lands and from a territorial tax of 2 mills on the dollar, and should be distributed each year among the school districts of the Territory, proportionally to the number of children of school age in each, for the support of common schools. The law then provided for the organization of a full school system by the formation of school districts; by the election annually of 3 directors in each for the establishment and care of schools and the employment of proper teachers; by the appointment of 3 competent persons in each county to examine and pass upon the qualifications of teachers; by the election also of a county school commissioner in each county to look after the general interests of the schools; and by the choice through the legislature of a territorial superintendent for the supervision of the interests of common schools throughout the Territory, all these officers, except the directors, to hold for 3 years. From these excellent arrangements there was, however, a retrogression February 7, 1851, by the abolition of the office of territorial superintendent and the reduction of the tax for schools to 1 mill on the dollar from the 2 first ordered. This 1 mill was continued by the revised law of January 30, 1855. But the next day after this, January 31, 1855, the tax was raised again to 2 mills; the election of county superintendents of schools was ordered, to hold for terms of 3 years each; power was given school directors, on the vote of their district meeting, to levy district taxes for school purposes; teachers were required to keep a register and file it with the district clerk at the conclusion of each term; districts failing to organize or to report to the county superintendent were cut off from their share of the school fund for the year; and schools kept in any district the teachers of which should be supported out of the county school fund or by tax on the district as aforesaid were declared to be open and free to all children of the district between the ages of 4 and 21.

STATE LAWS RESPECTING SCHOOLS.

The constitution of 1857, under which the State was organized in 1859, provided anew for the establishment of a school fund, for the distribution of the income of it

as before, for the maintenance of a uniform and regular system of common schools, for the constituting of the chief State officers a board of commissioners to sell and invest the proceeds of school and university lands, and for the making of the governor ex officio superintendent of public instruction. After the expiration of 5 years, however, the legislature was to have power to provide by law for the election of a superintendent, to fix his compensation, and to prescribe his powers and duties.

October 2, 1872, an act amendatory of all previous acts detached the office of superintendent of schools from that of governor, and provided for the election of a superintendent, first by joint ballot of the legislative assembly and from 1874 and onward by the people every four years. A State board of education was also provided for, to consist of the governor, secretary of state, and State superintendent, and to have power to authorize a series of text books for the schools, to prescribe rules for the government of them, and to act as a board of examination for such teachers as should desire life diplomas, State diplomas valid for 6 years, or State certificates of the same force as those granted by county superintendents, entitling their holders to teach in any county for 2 years or 6 months, according to their grade. These county superintendents were retained, with new and fuller specification of their duties, and so were the minor officers of districts as before; while for the fuller support of schools the county tax of 2 mills on the dollar was raised to 3 mills. This law continues still in force, and under it the school system seems, on the whole, to be well administered. Schools are kept open, with the aid of the additional mill tax, on an average nearly 5 months each year throughout the State; and for the term during which they are sustained by the State apportionment and county tax or district tax are free to the children of all residents. It appears, however, from the State report for 1875–'76 that in a portion of the counties rate bills are still collected, probably for a continuance of school beyond the time for which the State apportionment and local tax suffice.

No State normal school to improve the preparation of teachers has been yet established, but under the law of 1872 institutes are held by the State superintendent in each judicial district of the State each year, and in three colleges provision is made for giving some normal school instruction to such as desire to teach.

PRESENT CONDITION.

The number of ordinary schools reported for 1875–'76 was 728; the number of advanced schools, 17; the number of private primary schools, 105; of private advanced schools, 17; of collegiate schools, 10. Some of the private or church schools are of high rank and great efficiency.

A State university, to complete and crown the school system, has been in progress since 1872, and has a fund of $60,000 now in hand from sales of lands given for it by the General Government, with a prospect of at least $40,000 more. It was stated in the last report of the State superintendent that it would be opened for the reception of students October 16, 1876; and when it shall be linked with the State schools by a plan admitting scholars from these to its classes on their graduating with a certain average of excellence in a set of studies definitely prescribed, the State school system will be measurably complete.

An institution for instruction of the deaf and dumb was established by the State in 1870, and one for the instruction of the blind in 1872, both under the direction of the State board of education.

SUPERINTENDENTS.

Under the territorial act of September 5, 1849, Dr. J. McBride was chosen territorial superintendent, and continued such till the abolition of the office, February 7, 1851.

Under the State constitution of 1857–'59 the governors of the State acted as superintendents of public instruction till 90 days after the close of the legislative session at which was passed the law of October 29, 1872. Then Sylvester C. Simpson was chosen superintendent, and served till the election in 1874 brought Dr. L. L. Rowland to the superintendent's chair. He is still in his first term.

ELEMENTARY INSTRUCTION.

EDUCATIONAL OUTLOOK.

The outlook to the educationist is eminently encouraging. The school funds, which are at once the sinews and the nerves of the school system, are in a condition which warrants the fullest assurance that the State will soon be possessed of ample means for current expenses. The annual three-mill tax, the largest income at present for the support of public education, is cheerfully and promptly paid. The rate bills and district taxes show approximately the aggregate annual voluntary outlay of the citizens for the promotion of public education and speak well for their liberality and enterprise. The number of children increases by a definite percentage, as does also the number of schools and terms. The demand for more and better teachers likewise increases; and this demand will be supplied, in some degree, as a consequence of the excellent

work of the teachers' institutes. The new rules for examining teachers are producing happy results, and the tendency for the past two years has been to elevate the standard of qualifications. The process is more definite than formerly, being in writing and under the eye of the county superintendent and two or more professional teachers. The legal time for examination is fixed, and the schedule of questions is prepared quarterly by the State board.—(Report, 1875–'76, pp. 18, 23, 27.)

PROGRESS OF THE SCHOOLS.

The school reports now required of each teacher, at the end of every term, call for full information as to the progress of the pupils, but, thus far, there has been a lack of full reports. New teachers and clerks in many cases fail to learn and do this duty, thus leaving the State superintendent to guess respecting the actual condition of some of the schools. Of others full reports plainly show growth and promise. In Portland and in Salem the grading of the public schools has advanced in a very marked degree, while other schools, especially in the towns and more thickly settled parts of the country, practise something of this system. Yet there are schools with little idea or means of progress, needing the thought and work of good teachers and district officers to lift them out of the old rut and set them on a new and safe track.—(Report for 1875–'76, pp. 24, 25.)

COUNTY SCHOOL SUPERINTENDENTS.

The law requires county school superintendents to visit the schools taught under their certificates at least once in six months, and all persons who accept the office bind themselves by oath to comply with this requirement. The compensation, however, is too small to remunerate them for the time thus spent, it being in many cases as small as $100 a year, and in one instance falling as low as $50. The consequence is that the work of school visiting is neglected by many such superintendents, who thus place themselves in the position of violators of the law and men forsworn. An amendment to the law is therefore recommended by the State superintendent increasing the salaries of those who are working at such meagre rates.—(Report, 1875–'76, pp. 43, 44.)

CITY SCHOOL SYSTEM.

PORTLAND.

Officers.—A board of directors of 3 members, one going out of office each year, and a city superintendent of schools.

Statistics.—Youth between 4 and 20 years of age, 2,911; total enrolment of pupils 1,870; average number belonging, 1,281; average daily attendance, 1,186; per cent, of daily attendance on number belonging, 92.6; number of regular teachers, 26. Tota. cost of education per pupil enrolled, $21.39.

Remarks.—The school system embraces primary, grammar, and high grades. The high school was organized in 1869 with an enrolment of 45 pupils. It now numbers 161 pupils enrolled, of whom 66 are boys and 95 girls.

Drawing has hitherto been neglected. A few of the primary teachers have voluntarily given some attention to it, and with good results, but not until the past year has any attempt been made to teach it scientifically or even systematically.—(Report of Superintendent S. W. King, for 1875–'76.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

In accordance with the law, which provides that the State superintendent shall hold teachers' institutes in different places throughout the State, a State teachers' institute was held in 1875 and 1876, at the capital, and 9 district teachers' institutes in as many different points throughout the State. All these meetings were productive of much good, and many of them proved an extraordinary success in arousing enthusiasm among teachers, school officers, and other members of the community, and in calling forth their best efforts. At the State teachers' institute held in 1875, nearly all the prominent educators of the State were present during one or more days, and were ready for any duty to which they might be called. All the State officers were also in attendance, and the governor, secretary of state, and others participated in the regular exercises, and rendered invaluable service. This was the largest assemblage of teachers that had ever up to that time met in the State. It was exceeded, however, by the meeting of the same institute held at the same place in 1876.—(Report, 1875–'76, pp. 50–90.)

A brief account of this meeting may be found under the head of "Educational Associations."

EDUCATIONAL JOURNAL.

The Oregon Educational Monthly, published at Salem, from January, 1876, at least until July of that year, afforded during that time a means of frequent communication between the State superintendent and subordinate school officers, and must have done much to improve the teachers who read its pages.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public schools of advanced grade, as given by the State superintendent in his report for 1875–'76, is 17, an increase of 2 during the year. The studies pursued in these, in addition to the common English branches, are higher arithmetic, geometry, algebra, general history, composition, physiology, natural philosophy, chemistry, botany, and book-keeping.—(State report, 1875–'76, pp. 21, 120.)

PRIVATE SECONDARY SCHOOLS.

In 2 schools for boys, 2 schools for girls, and 9 for both sexes, outside of the public school system, there have been reported to this Bureau 1,268 pupils under 59 teachers. Of these 99 were in classical studies, 126 in modern languages, 90 preparing for classical courses in college, and 24 for scientific courses. Drawing was taught in 3 of these schools, vocal music in 11, and instrumental music in 10. A chemical laboratory was reported by 1, philosophical apparatus by 3, and libraries of 24 to 5,000 volumes by 6, the whole number of volumes being 5,999.—(Returns for 1876.)

PREPARATORY DEPARTMENTS.

Five preparatory departments report 9 teachers and 307 pupils, of whom 62 were preparing for classical and 97 for scientific courses.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY OF OREGON, EUGENE CITY.

The act of Congress admitting Oregon into the Union donated to the State 72 sections of land for the erection and maintenance of a State university. The institution was organized by the legislature of 1872, and located at Eugene City in consideration of that city furnishing a suitable building and grounds for its use. The building, when completed, will cost $75,000 or $80,000. It is of the best, strongest, and most enduring material, well ventilated, and constructed on the most improved plan for school purposes. The lands donated by Congress to the State for the university have all been selected and about half sold. The proceeds constitute an irreducible fund for the university, the interest of which can only be used to pay professors and the incidental expenses to keep up the school. The fund (in 1876) amounted to $60,000, and when all the lands are sold it is estimated that it will reach $100,000 or more.

The law provides for the free tuition of one student from each county and one for each member of the legislature. The curriculum will comprise the usual college course, a complete course in science, and a normal course planned with special reference to the wants of teachers.—(State report, 1875–'76, pp. 148–153.)

OTHER COLLEGES.

Christian College, Monmouth, is under the auspices of the Christian Brotherhood of Oregon. It possesses buildings and grounds valued at $20,000, and has an endowment of $25,000. There are two separate and complete courses of study, the classical and scientific. The degree of bachelor of arts is conferred on men or women completing the former, and that of bachelor of science on those completing the latter; A. M. is conferred on any worthy bachelor of arts of 3 years' standing. Since the graduation of the first class in 1871, the number of alumni has reached 34.—(State report, 1875–'76, pp. 131, 132.)

McMinnville College, McMinnville, chartered in 1859, is under the patronage of the Baptist Church, possesses buildings and grounds worth $5,000, and has an endowment of $25,000. The course of study is the same as that in the best American colleges. Portions of Cæsar, Cicero, Virgil, the Anabasis, the Iliad, and algebra to equations of the second degree are required for matriculation.—(State report, 1875–'76.)

Pacific University, Forest Grove, is in its college management non-sectarian although Christian. The funds for its support were contributed in nearly equal amounts by Presbyterians and Congregationalists, but with the explicit understanding that it should be under no sectarian control, and the trustees have given bonds that it shall remain thus independent. For admission to the regular college course there is required, besides the ordinary English and mathematical preparation, about one year of study in Greek and somewhat over two years in Latin. There have been almost yearly graduations in some of the courses since 1863, when the degree of A. B. was first conferred, making 35 in all who have received their first degrees.—(State report, 1875–'76, pp. 142–144.)

Philomath College, Philomath, founded and incorporated in 1866, is under the supervision of the United Brethren in Christ. It has 3 courses of study, viz, a classical, a scientific, and a ladies' course, embracing studies similar to those in first class colleges, with commercial and phonograph departments. The institution is rapidly growing.—(State report, 1875–'76, pp. 145, 146.)

Willamette University, Salem, is in the possession of beautiful and extensive grounds, a large, commodious college edifice, a good philosophical and chemical apparatus, an extensive library, and a valuable cabinet of natural history. It is under the patronage of the Methodist Episcopal Church. There are two regular courses of study in the literary department, the classical and the scientific. The classical includes higher mathematics, natural science, Latin, Greek, and at least one modern language. The scientific course omits a part of the Latin and all the Greek. Both sexes are admitted.—(State report, 1875–'76, p. 157.)

COLLEGE FOR WOMEN.

St. Helen's Hall, Portland, an institution exclusively for young women, reports an attendance in 1876 of 140 students, under 11 teachers. Of the students, 20 were pursuing preparatory, 110 regular collegiate, and 10 partial courses. There is a library of 400 volumes. Length of course, 3 years. Vocal and instrumental music, drawing, painting, French, and German are taught. There is a gymnasium, some apparatus for the illustration of natural philosophy, and collections in conchology and botany.—(Special return, 1876.)

Statistics of universities and colleges, 1876.

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	81	70	$32,000	$18,000	$1,600	$1,900	$0	$20,500	200
Corvallis College*	6	....	50	.....	10,000	.....	.....	1,500	5,000	.....	0
McMinnville College	...	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon State University	5	0	75	85	60,000	75,000	7,500	1,500	0	0	0
Pacific University and Tualatin Academy.*	7	....	37	6	15,000	65,000	6,500	1,800	.....	.....	5,500
Philomath College	6	1	64	49	20,000	19,000	1,890	489	.....	0	a142
Willamette University	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1875. a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

CORVALLIS STATE AGRICULTURAL COLLEGE.

This institution, founded by the Methodist Church, was designated and adopted by the State legislature in 1868 as the Agricultural College of the State, from which it receives annually $5,000. The course of study is about the same as that of other agricultural colleges, and is distributed in seven schools, viz: physics, mathematics, moral science, language, history and literature, engineering, and special studies in agriculture. The degrees conferred are A. M., A. B., B. S., and that of graduate of a school.—(State report, 1875–'76, pp. 134, 135.)

MEDICAL.

The medical department of Willamette University, organized in 1867, is the only professional school of the Pacific coast north of San Francisco. The course of study, faculty of instruction, and requirements for graduation have conformed in all respects to the advancement of medical science and to the rules of the American Medical Association. The requirements for graduation are 3 years' study of medicine with two full courses of lectures, a satisfactory thesis, and an approved examination, together with such other attainments as are usual in regular medical colleges.—(State report, 1875–'76, pp. 139, 140.)

Statistics of schools for scientific and professional instruction, 1876.

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	4	...	57	6	$7,000	.....	.....	*a*$5,000	.....
Scientific department of Willamette University	....	....	.....	4	.....	.....	.....	.....	.....
SCHOOL OF MEDICINE.									
Medical department of Willamette University	8	....	33	3	2,000	.....	.....	2,500	50

a From State appropriation.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon Institute for the Deaf and Dumb, located at Salem, was established in 1870; is supported by State appropriations, and is under the direction of the State board of education. Mr. William Smith, a deaf mute, was largely instrumental in awaking the interest which eventually resulted in legislative appropriations for the school, and was for several years its principal. Since its foundation 38 pupils have been under instruction. The number in attendance in January, 1877, was 27, of whom 12 were males and 15 females. The studies pursued are the common English branches.—(State report for 1875–'76, and return to the United States Bureau of Education.)

EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, at Salem, owes its establishment to the earnest appeals of a blind lady, Miss Nellie Simpson, seconded by many philanthropic citizens of the State. It was established by the legislature in 1872, and an appropriation of $4,000 made for it. The number of pupils in attendance January, 1877, was 11; instructors, 2. There is a library of 125 volumes, of which 100 were received in 1876. The employments taught are fancy work and sewing.—(State report, 1875–'76, and return to United States Bureau of Education.)

EDUCATIONAL ASSOCIATION.

STATE TEACHERS' INSTITUTE.

This association met in Salem, August 23, 24, and 25, 1876, and was numerously attended. There was a larger number present of school superintendents and ex-superintendents than at any teachers' meeting previously held in the State. This fact is considered by the State superintendent one of the most encouraging features of the meeting, as previously the work had been confined too largely to the more practical and enterprising teachers, the school superintendents, with a few exceptions, remaining surprisingly indifferent, and the more indolent teachers entirely absenting themselves. As the institute was in session when the State superintendent's report was sent to the press, no account of its proceedings could be given by him, but its programme indicated that school government, composition, drawing in schools, primary reading, mental arithmetic, philosophy of grammar, natural science in schools, and Fröbel's Kindergarten system were among the subjects for discussion.—(State report, 1875–'76, pp. 67, 68.)

LIST OF SCHOOL OFFICIALS IN OREGON.

Hon. L. L. ROWLAND, *State superintendent of public instruction, Salem.*

[Term, 1874 to 1878.]

STATE BOARD OF EDUCATION.

Members.	Post-office.
His excellency the governor	Salem.
Hon. S. H. Chadwick, secretary of state	Salem.
Hon. L. L. Rowland, State superintendent of public instruction	Salem.

COUNTY SUPERINTENDENTS.

[Term, July, 1876, to July, 1878.]

County.	Superintendent.	Salary.	Post-office.
Linn	L. Bilyen	$750	Albany.
Marion	H. P. Crook	500	Salem.
Multnomah	J. J. Browne	500	Portland.
Polk	S. F. Bennett	200	Dallas.
Tillamook	W. D. Stillwell	50	Tillamook.
Umatilla	J. C. Arnold	100	Pendleton.
Union	L. J. Ronse	(*)	Union.
Wasco	M. H. Abbott	250	Dalles City.
Washington	J. D. Robb	180	Hillsboro'.
Yamhill	J. H. Carse	300	Lafayette.

* Not reported.

PENNSYLVANIA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
Enrolment in public schools	890,073	902 345	12,372	.....
Average daily attendance	551,848	578,718	26,870	.....
Per cent. of attendance upon enrolment.	62	78	16	.....
Pupils attending private schools	26,507	27,565	1,058	.....
TEACHERS.				
Teachers in public schools	19,880	20,192	312	.....
Average monthly salaries of men	$41 07	$39 76	.....	$1 31
Average monthly salaries of women	34 09	33 60	.....	49
Teachers in private schools	812	960	148	.....
SCHOOLS.				
Public school districts	2,089	2,103	14	.....
Public schools	17,092	17,497	406	.....
Graded schools	5,625	5,957	332	.....
Average length of school in days	150	150	.....	.....
Separate schools for colored children	71	73	2	.....
Schools in which higher branches are taught.	1,601	1,889	288	.....
Academies or seminaries	295	207	.....	88
INCOME AND EXPENDITURE.				
Receipts.				
Local tax	$7,798,816	$8,526,548	$727,732	.....
Other sources	1,000,000	.....	.....	.....
State tax	.....	1,000,000	.....	.....
Total	8,798,816	9,526,548	727,732	.....
Expenditures.				
Sites, buildings, and furniture	$2,059,465	$1,735,149	.....	$324,316
Salaries of superintendents	106,050	85,725	.....	20,325
Salaries of teachers	4,746,876	4,856,889	$110,013	.....
Miscellaneous	2,557,587	2,471,891	.....	85,696
Total	9,469,978	9,149,654	.....	*320,324
COST OF TUITION.				
Monthly cost of tuition for each pupil	$0 92	$0 90	.....	$0 2

*This decrease is derived mainly from the figures of the return; the report of the State superintendent for 1876 makes the decrease for the year $190,727.

(Reports of State Superintendent Wickersham for 1874–'75 and 1875–'76, and special returns to United States Bureau of Education, 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Laws of Pennsylvania from 1682; Purdon's Digest, 1824, pp. 195–201; Troubat and Haly's Digest, 1829, pp. 43–48; Laws of 1830–'31, pp. 385–386, and of 1833–'34, pp. 170–179; Purdon's Digest, 1841, Stroud's revision, pp. 312–328; the same, 1847, pp. 335–359; Laws of 1854 and 1857, and Sypher's School History of Pennsylvania, pp. 251–268.

THE ERA OF PRIVATE AND CHURCH SCHOOLS.

The frame of government issued by William Penn in April, 1682, for the proprietary management of the province ceded to him by his sovereign, directed most explicitly that the governor and council should "erect and order public schools."* And yet, singularly enough, no public schools, in the present acceptation of the term, appear to have been then established. The only ones of which we have a record under the Penn government seem to have been schools for the particular Christian denomination then and there in power, in which schools poorer children of the Friends might claim tuition free, but those in better circumstances had to pay for their instruction, whether they were Friends or not. The Friends' Academy in Philadelphia, established under Penn himself, is an example still existing of this class of schools, though its largely increased means enable it to be more liberal than it once counted upon being to any members of the meeting who desire free tuition in it. And when the Swedish and English Episcopalians came into Philadelphia and its neighborhood, when the German Lutherans and Reformed settled the central counties, and the Scotch and Irish Presbyterians made their homes amidst the western hills, essentially the same system prevailed with them. Needy members of the churches rarely had any difficulty in getting their children into the church schools free, though such as had the means to pay for schooling of their wards or children were looked to for payment. Even the private schools, which quickly became common in the towns, quite often had free scholars, through the kindness of the teachers or of friends. The constitution of 1776, too, in its 14th article, directed that a school or schools should be established by the legislature in each county for the convenient instruction of youth, with such salaries to the masters, paid by the public, as might enable them to instruct youth at low prices; and if such schools were established,† they of course cheapened education to pupils who availed themselves of this provision. But, like the others, they must have been pay schools in the main, with lowered rates to a portion of their inmates only, as far as now appears; so that what we now call public schools — *i. e.*, schools supported from the public purse and for the general benefit, open to all that may desire to come and free to all residing in their neighborhood — do not seem to have been known within the State for more than a hundred years. That was the era of private and church schools.

THE ERA OF PAUPER SCHOOLS.

Before the previously mentioned period was concluded there came another, when the light of a larger Christian charity and of a broader social wisdom struck in on the prevailing darkness as to the State's duty to its children, and gave some promise of a brighter time to come. The first authoritative utterance indicating this increase of light was in Section I, Article VII, of the amended constitution of 1790, which read: "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 may be taught gratis." This was a step beyond the previous provision, as looking to the free instruction of a portion of the children of the State, instead of a mere cheapening of their education in the schools. But it had the fault, then common in too many States, of making an invidious distinction between the better classes and the poor, and of making these last charity scholars, thus lessening their self-respect and exposing them to slights and insults. And this fault was unfortunately made more apparent by the fact that the first law, passed March 1, 1802, to carry the constitutional provision into effect, committed to the overseers and guardians of the poor the work of selecting the objects of its benefits, and of collecting in the same way the poor taxes were collected the money to pay for their tuition and school books. This was amended by an act of April 4, 1809, which gave the matter into the hands of the county commissioners and township assessors. But the taint of the old action still hung about the law, and for the whole time of its existence, under whatever modifications, the system was tauntingly spoken of as "the pauper system," and the schools to which children were sent

* Changed November 7, 1696, to "public houses," instead of "public schools."

† That they were not established up to 1786 is evident from a law passed April 7th of that year, which says that in the embarrassed condition of the public credit this provision of the constitution could not be carried into effect, and goes on to provide for the endowment of such schools in the future by devoting to their use 60,000 acres of the public lands of the State. Dickinson College, established in 1783, having instructed many pupils in ordinary school studies at low rates, was by this act rewarded with a gift of £500 for present needs and 10,000 acres of land for future endowment.

under it as "pauper schools." As to the details of administration, much improvement was made in an act of March 29, 1824, which called for the election, in each township, ward, or borough that should accept the act, of three schoolmen, one to be changed each year, and gave to these the duty of forming convenient school districts, providing for the erection of school-houses, furnishing them with books and stationery, examining teachers, making contracts with them, sending scholars to them to be taught for three years at public expense, and meeting this expense by an assessment upon property for a school fund. But this act was within two years (February 20, 1826,) repealed by another which brought back the old law of 1809, with all its faults and all its odium. And so things continued, except in the counties of Cumberland, Dauphin, and Lancaster, and in the city of Philadelphia,* until there came in

THE ERA OF FREE SCHOOLS.

This better fruit of better public sentiment was prepared for by an act of April 2, 1831, which laid the foundations of a "common school fund," gave this fund into the charge of the secretary of the commonwealth, the auditor general, and the secretary of the land office, and directed that the interest of the moneys belonging to it should be continually added to the principal till the latter should yield an income of $100,000 annually, after which the interest should be distributed each year and applied to the support of common schools throughout the Commonwealth, in such manner as should be provided by law.

In little more than three years the increase of the fund was such as to promise an early reaching of the limit set, and the friends of free education, watching their opportunity, introduced into the legislature and succeeded in passing, April 1, 1834, a law "To establish a general system of education by common schools." This law (substantially the beginning of the free school system of the State) provided for the constituting of each county of the State a school division, and each ward, township or borough in these divisions a school district; for the election by the people in each district of 6 school directors; for the choice, by the county court of quarter sessions, of 2 inspectors of schools for every district; and for the heading of the system composed of all these officers by the secretary of the commonwealth, who was made superintendent of public schools. The directors, one-third of whom must be changed each year by new election, were to have the general charge of public schools within their districts; were to visit them by two or more of their number every month; were to make record in their minutes of the results of such visits, and were annually to report to the inspectors the condition of each school, the number of scholars, the studies pursued,† the length of session, the expenses incurred, the salary of the teachers, and the qualifications and general conduct of each one. The inspectors were to visit each school within their districts every three months or oftener, and to make annual report of their observations and those of the directors to the State superintendent. They were also authorized, either by themselves or as a board conjointly with all others in their school division, to examine and license teachers, and no teacher without such license could receive compensation for school service. The superintendent was to distribute forms for district reports and proceedings, to sign all orders on the State treasury for payment of moneys into county school funds; was to decide controversies as to the distribution of these moneys, or between directors and inspectors as to duties; and was to make annual report to the legislature as to the condition of the schools, the amount of school moneys needed or expended, and the things yet required for improvement of the school system. The whole was to be sustained by a distribution to each county of its share of the public school fund, and by a tax to be agreed on at a division meeting of the county commissioners and a delegate from each board of school directors, said tax not to be less than double the amount apportioned by the Commonwealth to the division. There was, however, an option given to the districts to determine at their district meetings whether they would raise such a tax for meeting the State appropriation for free schools, or would fall back on the old system of pauper schools. In the latter case the State apportionment could not be given them, but would be held for two years subject to a change of vote on their part; after which period, if there should be no change of vote, the amount was to be distributed among the divisions or parts of divisions accepting the new system.

This act was so great an advance on every general school law which had preceded it as to seem to many quite revolutionary in its character, not merely because it instituted absolutely free schools, but because it put these under secular control, ignoring churchly influences altogether, and because it evidently aimed to make the secular free school a universal thing throughout the State. The advocates of church schools and pauper

* Philadelphia, though excepted with the counties mentioned in the law, formed no absolute exception to the general rule, for, although an act of March 6, 1818, was "for the education of children at the public expense," within the city and county, it was only "indigent orphan children, or children of indigent parents," who were to be sent to school free of expense under that law, and for a long time afterward.

† Among these studies might be included industrial occupations and agriculture if in any districts it should be deemed expedient to introduce them.

schools, and the opponents of high taxes for supporting any schools, formed instantly a league with the always numerous party who fear too great an enlargement of State power, and a tremendous agitation for repeal of the new law was entered on. Through the earnest exertions of the friends of free schools, especially through those of Hon. Thaddeus Stevens, then an influential member of the legislature, the main features of the system stood the storm aroused against them, and, with some modifications increasing their efficiency, were reënacted in a law of June 13, 1836. Two of the modifications were a more than doubled appropriation from the public purse and the requisition of a tax in each accepting district of treble the State apportionment to it.

These were great improvements, as were also some of the details of administration, and from this date the battle for free schools may be held to have been fully gained as respects the State at large. The optional feature of the law, however, still remained, and it required some years of earnest advocacy of the system on the part of a most energetic secretary * to beat down the opposition of outstanding districts and secure acceptance of the law and compliance with its terms. This was so far accomplished in 1849 that the provisions of the act were from that time made imperative, and in 1854 school officers were authorized to enforce these. Thenceforward free schools have been universal, and since 1873 receive $1,000,000 annually from the State.

SUPERINTENDENCY OF FREE SCHOOLS.

The victory of the advocates of free school training being thus completely won, they set to work to strengthen the ground gained and make it as impregnable as possible. One means to this was to make the schools indisputably good, and careful supervision of them became indispensable. Accordingly, the act of May 8, 1854, which clothed school officers with full power to establish free schools, required the directors of every school district and the controllers of cities and boroughs to exercise a general supervision of their respective districts, and by one or more of their number to visit every school in it at least once a month; the object being to secure fidelity in teachers and due subordination and industry in scholars. To make this supervision still more effective and complete, the directors of school districts in every county of the Commonwealth were to meet in convention at their county seat on the first Monday of June in that year, and on the first Monday of May in every third year thereafter, and select, viva voce, by a majority of their whole number present, a person of literary and scientific acquirements, and of skill and experience in the art of teaching, as county superintendent for three succeeding school years. The superintendent was to visit as often as practicable the several schools within his county, noting the course and method of instruction as well as the branches taught, and giving such directions in the art of teaching and methods of the same as to him should seem expedient or necessary. He was also to examine persons wishing to teach in public schools as to their qualifications for such work, giving to those who were found qualified a certificate setting forth the branches of learning they were competent to teach, and without such certificate no one could be employed. To make more sure the thoroughness of this examination, it was allowed that the school boards by whom the teachers were to be employed should be present at it, should they choose to come.

This institution of county supervision, with the careful guards thrown around it in the law, was full of promise for the future of the schools. It put a teacher at the head of teachers. It removed him, by the mode of his election, from the sphere of politics, and made him the chosen adviser and assistant of the school boards by whom he was elected. And as there was conjoined with this office in the law the further institution of a deputy State superintendent for fuller general supervision of the schools, the system was brought by this act of 1854 much nearer the perfection sought, especially as a longer school term was provided for and the power of establishing graded schools was given.

In 1857, April 18, came another great improvement, in a provision that after the first Monday in the following June the department of common schools should be detached from the office of the secretary of the Commonwealth, and that a superintendent of common schools should be appointed by the governor every third year by and with the consent of the senate, to hold office for three years—a term which since 1873 has been made four years, with a change of title to superintendent of public instruction. This gave the State schools a living head wholly devoted to them and to their interests; and as this head has been allowed to have two deputies, a great increase of efficiency in the State work has resulted.

The gentlemen who served as State superintendents in virtue of their office as secretaries of the Commonwealth were: James Findlay, 1835–1836; Thomas H. Burrowes, 1836–1838; Francis R. Shunk, 1839–1841; A. V. Parsons, 1841–1843; Charles McClure, 1843–1845; Jesse Miller, 1846–1848; Townsend Haines, 1848–1850; A. L. Russell, 1850–1852; F. W. Hughes, 1853–1854; C. A. Black, 1854–1855; Andrew G. Curtin, 1855–1857.

* Hon. Thomas H. Burrowes, first superintendent ex officio, to whom the free school system of Pennsylvania owes very much, alike for excellent administration and skilful framing of good laws.

Those having the superintendency of schools alone have been: Henry C. Hickok, 1857–1860; Thomas H. Burrowes, again, 1860–1863; Chas. R. Coburn, 1863–1866; James P. Wickersham, from 1866 by successive reappointments to the present time. Mr. Burrowes and Mr. Wickersham have added to their other services the editorship of the Pennsylvania School Journal, the former from 1852 to 1870; the latter, from that year until now.

NORMAL SCHOOLS AND SPECIAL SCHOOLS.

Schools for the special preparation of teachers for their work had been sought for as one of the additional provisions of the laws from 1835 to 1854. Public opinion was not then quite ripe enough to include them, but on May 20th, 1857, the friends of good schools had the pleasure of welcoming a law which divided the State, with the exception of Philadelphia city and county, into 12 normal school districts, and authorized the establishment in each one of a school to accommodate 300 pupils, with at least 6 professors for instruction of them. The special aim in all these schools was to be "the professional training of young men and women as teachers for the common schools." Nine of these schools have been established, besides one in Philadelphia; have had in them up to 1876, a total of 27,258 students; and have graduated in their elementary courses 986, in their scientific courses 51, in their classical courses 6.

Schools for the unfortunate have not been forgotten. One for the deaf and dumb was established under State auspices in Philadelphia in 1821, and has since grown into great proportions. Another was founded in 1876 at Turtle Rock, in the western portion of the State. One for the blind, opened as a private enterprise in Philadelphia in 1833, has been taken since under the fostering care of the State and liberally aided. To these was added in 1853 a school for feeble-minded children at Media, which has done noble work. And when the war of the rebellion threw multitudes of soldiers' orphans on the kindness of the State, the obligation thus imposed was met, as it had been promised that it should be, by the institution of orphan homes and schools for these, in 44 of which 8,580 children have been taught and clothed and fed at a total expense of $4,840,756.

All the above, as State schools, have been substantially part of the State school system, to which also in a sense belongs the State college for training in agriculture and the mechanic arts, established in 1859 near Bellefonte.

ELEMENTARY INSTRUCTION.

GENERAL VIEW.

The hard times have cut down teachers' salaries, but in all other respects the results of the year's doings are encouraging.

The estimated number of children of school age who are not in school is 34,197. The number of children attending private schools is estimated at 27,565; number of teachers employed in these, 960. Drawing is taught in 2,659 of the public schools; vocal music in 3,605. In 783 schools the apparatus was increased during the year; 5,553 have no apparatus worth mentioning, while only 2,438 are well supplied with it; 2,810 have unsuitable furniture, while 6,506 are suitably furnished; 2,595 are first class school-houses; 3,233 are without suitable outbuildings; 5,210 are badly ventilated, and 1,542 are unfit for use.—(Report of State superintendent for 1876, pp. xlvii–lxix.)

Further particulars as to the condition and workings of the public school system are given in the following extracts from reports of county superintendents:

REPORTS OF COUNTY SUPERINTENDENTS.

In Adams County some progress is reported, but it was neither so rapid nor marked as could be wished; one of the main hindrances was that the best teaching talent was lost by small salaries paid. In Allegheny, too many small schools, taught by poor teachers; favorable sentiment toward education shown by number and excellence of new school-houses built; on the whole, schools in a comparatively prosperous condition, and the cause of education slowly but steadily advancing. Beaver County reports a growing conviction that in order to have good schools, teachers of experience and high qualifications must be secured. In Bedford County the year has been one of toil and trial on account of financial depression; school interests have suffered in common with others; many needed improvements were deferred, but others were made; teachers generally succeeded well; new school-houses much needed. In Berks, progress was slow, but sure; obstacles are here which are not found in all the counties; many of the children speak German, and thus have the English language as well as the other branches to learn; coöperation between parents and teachers is hearty; value set on education higher than formerly. In Blair, educational progress is manifest in the erection of superior school-houses. In Bucks, the operations of the year have been more satisfactory and full of encouragement than in any previous one; the county institute reflected its work more fully than ever before upon the schools of the county. In Butler the educational interests have been advancing gradually; the people give more

attention to the improvement of the schools, manifested in many localities by a desire to secure better teachers, schools, and school-houses. In Cambria, commendable progress has, on the whole, been made; obstacles are want of parental coöperation, of better salaries to competent teachers, of a uniform series of books, and of thorough classification, inexperience of teachers, irregular attendance, and inconvenient school-houses. In Cameron, educational interests are slowly but surely advancing; better teachers are demanded; more patrons have visited the schools. In Carbon, obstacles are the employment of non-professional teachers, and apathy on the part of parents in respect to visiting schools. In Centre, the sentiment of the people shows itself in the more suitable location and greater comfort of the schools, better attendance, and higher salaries to teachers, all resulting in the greater efficiency of school work. In Chester there has been no striking advance, but some progress. In Clearfield, a substantial and encouraging progress in the schools, notwithstanding the stringency in financial affairs; teachers were better qualified and labored more earnestly; a greater number of educational meetings were held and they were better attended. In Clinton, some advancement has been made; better methods of instruction have been used; the great want is better teachers. In Columbia, there was better progress than was made in any of the three preceding years. In Crawford, an awakened public will no longer tolerate inferior teachers; more have been dismissed for incompetency than ever before. In Cumberland, the obstacles are inefficient teachers, frequent changes, low salaries, and short terms. In Dauphin, a steady growth of enlightened views with regard to the schools and a rapid improvement in the curriculum of the school room. In Delaware, commendable progress in the building of school-houses; the public schools are steadily improving in worth, and constantly advancing in popular favor. In Elk, educational advancement, earnestness of teachers and directors, and an intimate coöperation between teacher and parent. In Erie, schools were as progressive as could be expected; hindrances to progress have received heavy blows during the year. In Fayette, educational interests were advancing slowly; there is a general demand for better qualified teachers. In Forest, the cause is advancing, though not so rapidly nor so universally over the county as is desirable. In Franklin, there are still 37 school-houses not worthy the name; only 43 (out of 215) have grounds of sufficient size, and one-half the entire number are without suitable outbuildings. In Fulton, no indications of special improvement, but no abatement of educational interests, and school work generally accomplishing better results. In Greene, the cause is gaining as the teachers become more efficient. In Huntingdon, education, in common with other interests, has suffered from the general depression of business, yet there is unmistakable evidence of progress, though results attained are not the most satisfactory. In Indiana, teachers are learning that, to remain in the profession, they must do good work, and, owing to the influence of institutes, better methods are being generally adopted; there is less routine and more earnest work; less reciting by the teacher and more by the pupil; less mechanical work, more original thinking; less whipping and better deportment. In Jefferson, since the abandonment of township institutes 6 or 7 years ago, there has been an apparent retrogression in many of the first requisites of good schools. In Juniata, citizens manifest an active coöperative interest in the schools; teachers will compare favorably with those of other counties; school-houses poorly supplied with apparatus, and many of the teachers fail to use what they have. In Lancaster, schools well attended, and nearly all doing well. In Lawrence, condition of schools generally satisfactory; they are doing more effective work, are better supported, and more highly valued each succeeding year; progress slow, but schools gradually rising to a higher standard, and opposition to the system yielding. In Lebanon, no great changes, but general progress. In Lehigh, no extraordinary changes, but considerable progress in school affairs; more interest is manifested; there is more care in selecting teachers, and a number of districts pay them according to experience and qualification. In Luzerne, the schools have been more efficient, notwithstanding a few notable failures. Lycoming County reports encouragement given to the common school cause by enterprising directors, hard working teachers, faithful clergy, a public spirited press, wide awake citizens, and warm hearted educational workers. Few poor school-houses remain, yet occasionally may be found an old log-ribbed fossil stored away among the mountains of sufficient age and oddity to challenge admiration as a relic of bygone days. In McKean County, results of the year's work not brilliant, but as great as could be expected from the elements to be dealt with. Mercer reports a growing interest in the schools; prejudice fast becoming extinct, and the standard of education advancing; obstacles are constant changing of teachers, lack of uniformity in text books, "boarding around," and shortness of the school term. In Mifflin, with few exceptions, the schools have done well; no remarkable changes, but steady progress. In Monroe, economy has been the rule, in many cases without regard to results; school grounds are not made pleasant; nearly half of them are destitute of suitable outbuildings; none of the rooms well furnished with apparatus, and one township did not raise the necessary money and had no schools during the year. In Montgomery County the improvement in school-houses, furniture, and apparatus is fully up to

that of former years; the great need is better salaries in order to secure better teachers. In Montour, the business depression has operated seriously against progress; still, the schools, owing to superior teachers, generally hold their own where they do not improve. In Northampton the educational interest has been steadily advancing in many of the districts, notwithstanding the depression in business. In Northumberland the schools are much better than they are conceded to be; they are on the onward march; better houses, better furniture, and better teachers are demanded. In Perry County the salaries of school teachers were reduced, to the injury of the schools. In Pike County, notwithstanding the hard times, the educational progress was such as to give renewed encouragement to the friends of public schools. In Potter, educational affairs the same as during the last few years; short terms and low and decreasing wages afford but little encouragement to teachers to qualify themselves well. In Schuykill, some progress has been made, on the whole; there are deficiencies and difficulties, but all agencies are working together harmoniously for the best interests of the schools; public sentiment is almost unanimous in their favor. In Snyder, the schools were in a more satisfactory condition than during the previous year, yet some were very poor; most of the graded schools are such only in name; encouraging progress made in methods of instruction; the relations between teachers and pupils more friendly; less frequent use of the rod; less damage done to school property, and rooms much neater. In Somerset, all the districts for the first time kept their schools open the required 5 months; 160 of the teachers were successful; 52 lacked in government, and 14 were entirely out of place in the school room. Sullivan reports school affairs encouraging; teachers, as a class, did their work well. In Susquehanna, the school work advances in interest and success, yet too many schools are behind just demands, the lack arising from neglect or incompetency on the part of teachers, directors, and parents. Tioga reports a general interest in the cause of education, an improvement in grounds, increase in number of outbuildings and of school-houses; the frequent change of teachers is a great hindrance. Union reports no striking improvement; still, notwithstanding the depression of business, the schools have not materially suffered, but present some evidences of improvement. Venango reports able teachers in responsible positions; among the obstacles are want of apparatus, of uniformity in text books, and of properly trained teachers. In Warren the reduction of salaries has caused many well qualified teachers to leave the work, younger ones taking their places. In Washington all the school rooms are furnished with maps, blackboards, and cards, and many of them are ornamented with drawings, pictures, &c.; few houses have suitable playgrounds, consequently pupils trespass on private property; in nearly all districts there were one or more schools of marked success. In Wayne many school-houses sadly need repairs; the new houses are generally well built and furnished; teachers are not paid according to grade, but all receive $15 per month, and "board around." In Westmoreland schools are becoming more effective, and are more highly valued each year; there is, of late, more care taken in the election of directors and in the selection of suitable sites for school-houses; notwithstanding financial depression, large sums of money have been expended in erecting and properly furnishing good school-houses. In Wyoming the schools have made "quite an advancement," although the general depression in business has had its effect in shortening school terms and reducing teachers' salaries. In York the schools are not what they ought to be, but they are better generally than at any time in the past.—(Report for 1875-'76 of Hon. J. P. Wickersham, superintendent of public instruction.)

CITY SCHOOL SYSTEMS.

ALLEGHENY.

Officers.— A board of controllers of 66 members, 6 from each ward, with a secretary and city superintendent of public schools.

Statistics.—The number of pupils enrolled during the year was 12,360; average daily attendance, 7,879.

Remarks.—There is no central high school, but the pupils in the highest grades attend the ward schools to which they belong. During the year there were 7 such ward high schools, with an aggregate average attendance of 243 pupils.

Drawing has been an optional study in the schools for several years, but it received comparatively little attention until last year, when a special teacher was employed and the pupils in all departments made commendable progress in it.

German, which is the vernacular of a majority of the citizens of the seventh ward, has been introduced into their public schools as a branch of instruction.—(Superintendent's report, 1875-'76, pp. 163-165.)

HARRISBURG.

Officers.— Not given in any form allowing of certain statement.

Statistics.— Number of schools, 72; enrolment: in primary grade, 2,183; in secondary,

1,145; in intermediate, 408; in grammar, 265, and in high, 151; total, 4,152, the number of each sex being very nearly equal.

Remarks.—Evidences of progress and improvement in the schools are found in a fuller knowledge on the part of the citizens of the work done in the schools, and a correspondingly increased public sentiment in favor of them and of the system.

Owing to the fact that so few, comparatively, reach the higher grades of school, the course of study has been subjected to such gradual changes as seem needed to give in each grade that kind of learning and culture which will be of most value in the practical affairs of life, omitting, as far as possible, the verbiage of text books—useless rules and meaningless definitions.—(Report of State superintendent, pp. 187, 188.)

PHILADELPHIA.

Officers.—A board of public education of 31 members, appointed by the judges of the court of common pleas and district court, one being selected from each ward, holding office three years, one-third going out each year. There is no city superintendent, but the president and secretary of the board perform the duties of one.

Statistics.—Population, (census of 1870,) 674,022; enrolled in public schools in 1876, (according to the report of the State superintendent,) 153,031; number belonging at the close of 1876, 99,291, an increase for the year of 3,739. Average attendance, 84,559. The distribution of pupils in the various grades was as follows: In 225 primary, 50,735; in 132 secondary, 25,863; in 27 consolidated, 6,796; in 62 grammar, 14,351; in the girls' normal school, 902, and in the central high, 644. City appropriation for public schools, $1,711,957.22; expended, $1,688,836.02.

Remarks.—The system of public schools during the year 1875-'76 more than maintained its yearly rate of progress, a progress which has been continuous ever since the enactment of the general school law in the State. A number of new and well constructed school buildings have been added during the year. The teachers, numbering nearly 1,900, labored with their accustomed fidelity and worthily discharged the duties of their office. It is a gratifying matter of record that councils refused to reduce their salaries, conceding that their work was even then scarcely compensated sufficiently.

Normal School (for girls.)—The most important event of the year in school affairs was the completion and formal dedication of the new normal school building. The structure, in its pleasing style of architecture, its perfect adaptation for all the purposes of the school, and the substantial manner in which it has been reared, is unsurpassed in any of the features of a handsome and complete normal school building.

Central High School.—This school for boys gives a 4 years' course of careful training in studies which are of immediate utility in active life, and also prepares pupils for admission to the leading universities and colleges of the country. Notwithstanding the change from semi-annual to annual admissions and the raising of the standard test of eligibility, the average attendance has increased. Attention is called to the overcrowded condition of the school, and the necessity of providing for it more adequate accommodation.

Night schools.—The 51 evening schools were attended by 14,672 pupils. These schools continue to advance in popular appreciation, and their advantages each succeeding season reach directly an increased number of people. One of the most gratifying features is the unusually large attendance of mechanics.

Technical education.—During the past year the movement to secure industrial art training has made some progress, and the opinion is expressed that the day is not far distant when there will be grafted upon the public school system a practical mode of technical study. During the Centennial period addresses were delivered to teachers, school boards, and pupils upon its utility and the necessity for its adoption. In one of these a vigorous plea was made by Mr. Charles B. Stetson for instruction in drawing as absolutely essential from a purely practical and economical point of view; and the opinion was expressed that public art education has now become such a necessity, that if teachers do not lead in the matter the manufacturers will soon take the initiative and insist upon drawing being taught in all public schools. The Centennial Exhibition has aroused public spirited citizens, and the new museum and school of industrial art is a first and grand step in the right direction.—(Report of the city board of education, 1875-'76.)

PITTSBURG.

Officers.—A central board of education of 36 members, one-third going out of office each year, subdistrict boards of directors of 6 members each with a like annual change, and a superintendent of public schools.

Statistics.—Estimated present population of the city, 130,000; children of school age, not known; enrolled in public schools, 21,488; in private, 11,060. Average attendance in public schools, 14,501; average to each teacher, 40. Teachers employed: males, 53; females, 361—total, 414; wages of these, $300 to $3,000 for the year. Salary of superintendent, $3,000. Length of school year, 200 days. Receipts for schools, $546,849; expenditures, $433,066. Average expense per capita, based on average daily attendance, $26.

Notes.— Special teachers of music and drawing appear to have been employed, with male and female teachers for evening schools, in which were 1,165 enrolled pupils in November, 1876, with an average attendance of 663, besides 29 in a mechanics' evening school. A normal class and city teachers' institute appear to have been maintained. The annual session of the latter, held in August, 1876, continued for 3 days, and was devoted to "The Centennial and its lessons," the "Condition and influence of education," "Physical geography," "School etiquette," "School recitations," "Class management," "English literature," and kindred themes.—(State report for 1875–'76, pp. 200, 201, special return from Superintendent Luckey, and Educational Voice for September and November, 1876.)

OTHER CITIES.

Allentown.—The public schools here are gradually improving. The grades are primary, advanced primary, secondary, grammar, and high. The course of study in the grammar schools includes, in addition to the common branches, physiology, zoölogy, botany, German, history of the United States, and book-keeping. From these schools about 50 pupils are annually promoted to the high school, in which the attendance is steadily increasing, both in the number enrolled and in the average daily attendance. The graduating class numbered 18, of whom 7 were boys. All of them intended to enter college.—(State report, pp. 166–168.)

Altoona.—A decided improvement has been made in the schools. The subject of ventilation has recently received attention; one building has been ventilated by taking the impure air out of the rooms near the floor. The revised course of study is practical and thorough. There are 8 grades below the high school. The plan of educating boys and girls together, now adopted in all the schools, as it had been previously in some of them, has had a very satisfactory result. Drawing has been reintroduced into the schools. It was taught some years ago, but having met with strong opposition, was dropped.—(State report, 1875–'76, pp. 168–170.)

Carbondale.— A steady educational progress is reported. Obstacles in the way of securing necessary school accommodations have nearly disappeared, and public sentiment has prevailed upon the school board to increase the school term to ten months. Tardiness, truancy, and non-attendance have decreased. The enrolment, as well as the average daily attendance, shows an increase of 8 per centum over the year 1874–'75. The semi-monthly institutes, 18 in number, were well attended by the teachers, and resulted in great profit to them.—(State report, pp. 170–173.)

Chester.—The schools here are graded as primary, secondary, grammar, and high. Three of them are for colored pupils. Two night schools for white and one for colored pupils were in operation for several months during the winter, with good results. The primary, secondary, and grammar schools each represent two years of the course. Five per cent. of the pupils attend the high school, 11 per cent. the grammar, 23 per cent. the secondary, and 61 per cent. the primary schools. Out of 20 pupils who enter the primary school, one reaches the high school; one out of 9, the grammar school; and one out of 4, (almost,) the secondary school — facts which suggest the importance of making primary instruction as thorough, practical, and comprehensive as possible.—(State report, pp. 173, 174.)

Corry.—The schools are steadily improving in character, scholarship, and usefulness; teachers are becoming more skilful and zealous; attendance has been constantly increasing, although the school population has decreased. The primary, secondary, junior, intermediate, grammar, and high schools each embrace a period of two years. Industrial drawing is taught in all the departments. There is a systematic course of musical instruction in all the grades. The curriculum of the high school embraces classical, scientific, and collegiate preparatory courses. A class of 12 graduated from it in 1876.—(State report, 1875–'76, pp. 177–179.)

Easton.— A marked improvement is reported in almost every department of the schools. Attendance was unusually good. Industrial drawing has been incorporated as a branch of study in every department. The high school, in its appropriate sphere, stands unrivalled as an educational agency. Its teaching force consists of three gentlemen of college culture, and two lady graduates of the high school.—(State report, 1875–'76, pp. 180–183.)

Erie.— Number of youth between 6 and 21 years of age, 8,402; enrolment in day and evening schools, 4,057; daily average number belonging in day schools, 2,470. The yearly enrolment in all the schools is 193 less than last year, owing to the fact that but two evening schools, with 263 scholars, were opened, while the previous year six were in operation with an enrolment of 556. In the day schools there was an increase in enrolment of 173, and in daily average attendance of 165. In 6 years the average monthly enrolment has increased over 80 per cent.—(Erie report, 1875–'76, H. S. Jones, city superintendent.)

Meadville.— During the year 1875–'76 the number of pupils in all the grades was largely increased, especially in the high school, where the classes had been small. In compliance with a demand of the school, a rearrangement of the courses of study was made whereby pupils may graduate and receive diplomas in a purely English course, a

modern language course, and a classical course. The weekly sessions of the teachers' institute were well attended.—(State report, 1875–'76, pp. 195–197.)

Norristown.— Average monthly enrolment in 38 schools, primary, grammar, and high, 1,624. The attendance was 2 per cent. greater than the previous year. Drawing and music are taught with success. In the high school, Latin, Greek, German, and book-keeping are optional studies.—(State report, 1875–'76, pp. 198–200.)

Reading.— Average monthly enrolment of pupils, 6,345; average daily attendance, 4,850. The course of instruction embraces primary, secondary, intermediate, grammar, and high departments. The high school course occupies a period of four years. There is an "English" course, with a choice of German and French, and a classical course including Latin, with the option of Greek, French, or German for boys, and French or German for girls. Nearly all the teachers in the employ of the board are graduates of this school.—(State report, 1875–'76, pp. 202, 203.)

Scranton.—Increased efficiency and success in school work are reported. Drawing has been added to the course of study; vocal music also receives attention.—(State report, 1875–'76, pp. 204, 205.)

Williamsport.— Attendance on public schools is steadily increasing; present number, 3,503. One of the greatest obstacles to the success of the schools is irregular attendance and tardiness. Number of pupils in the high school, 125. The district institute held 14 sessions; attendance of teachers, 90 per cent.—(State report, 1875–'76, pp. 211, 212.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The 9 State normal schools report for 1875–'76 a total attendance in normal departments of 2,999 students, of whom 1,789 were men and 1,210 women. Graduates in elementary course, 190, of whom 101 were men and 89 women; in scientific course, 1. Graduates intending to become teachers, 326, of whom 164 were men and 162 women. Number of men who received aid from the State as students, 833; of women, 732. Men who received aid from the State as graduates, 100; of women, 85. Volumes in libraries, 13,139; added during the year, 788; reviews and periodicals taken, 376; value of buildings and grounds, $1,021,352; total attendance in all these schools since State recognition, 27,258.

The oldest of these schools, that belonging to the second district, established in 1859, has had, during the 21 years of its existence, 10,846 students — 3,756 women and 7,090 men — and 397 graduates, 139 women and 258 men. All but 7 of the graduates have taught. Three of the 7 were deterred by death or some other unavoidable circumstance, and 2 of the remaining 4 are recent graduates who may yet teach. The record of the year indicates a condition of life and progress. Special efforts are made to do thorough work.

The twelfth district normal school, organized in 1861, graduated, in 1875–'76, 33 students, 15 men and 18 women. The year was prosperous. A decided advance was made in the study of vocal music, and there was an increased interest in drawing.

The fifth district normal school was organized in 1862. Its principal reports that notwithstanding the stringency of the times the year was a remarkably successful one and much progress was made. Graduates, 21, of whom 14 were men and 7 women.

The third district normal school, organized in 1866, graduated 24, of whom 18 were men. Notwithstanding the hard times the usual number of pupils were enrolled, the status of the school has improved, and the higher classes were larger than ever before.

The sixth district normal school, organized in 1869, graduated in 1875–'76 25 from its regular course, 11 men and 14 women of whom all but 1 received the State appropriation of $50, thereby pledging themselves to teach at least two years in the schools of the State. Its dormitory building, burnt in 1875, has been rebuilt and improved.

The first district normal school at Westchester, organized in 1871, continues to enjoy its usual degree of prosperity, having been but little affected by the general depression. Its patronage was, in 1875–'76, drawn from a wider range of territory than ever before. Graduates, 20, of whom all but 4 were women.

The seventh district normal school was organized in 1873. Graduates in 1875–'76, 27, of whom 11 were men and 16 women. The year was a prosperous one for the school, and the advancement of the pupils was satisfactory.

The tenth district normal school was organized in 1874. During the year 1875–'76 serious embarrassment was suffered from debt, the burden of which had been accumulating for some time. With this exception, the condition of the school was encouraging. Graduates, 6.

The ninth district normal school, established in 1875, graduated its first class in the summer of 1875–'76. The class numbered 4, all of them men.

The fact is mentioned in several of the reports of principals that many of the pupils who never graduate do excellent work, which should be taken into account when the cost of the schools is considered.

In respect to the permanency of women as teachers, Principal Brooks, of the second district normal school, remarks:

"It has been charged that the State loses money by the early withdrawal of the lady graduates of the normal schools from the avocation. The incorrectness of such a criticism may be seen from the following statement. The entire number of lady graduates of this school is 139; of these 4 are dead and 34 are married, leaving a balance of 101 now living and unmarried. The number of lady graduates now teaching or attending school is, as nearly as I can ascertain it, 95. It is thus seen that a larger proportion of them, aside from the necessity of withdrawing from school work on account of marriage, remain in the profession of teaching than of gentlemen, and it must be a very blind and stupid economy that does not realize the advantage to the State of putting this culture and educational training into the family and the social life of a neighborhood."—(Report, 1875–'76, of State superintendent, pp. lxxvii, 221–247.)

The Philadelphia city normal school for young women has a faculty distinguished for its culture and experience in the education of young women as teachers, and a course of study greatly enlarged, requiring 4 years for completion. The average attendance during the year was 774, from an average roll of 777. Graduates in 1876, 156. Since the establishment of the school in 1848, 1,981 pupils have been graduated. Total number registered during this period 4,833, of whom 2,333 have taught. A school of practice has been added to its other advantages. This will enable pupils to acquire, before graduation, experience in teaching and in the art of managing and governing.—(Report board of education of Philadelphia, 1875–'76, pp. 44–54.)

Normal training is also given in Lincoln University and in Monongahela College, New Castle College, and Waynesburg College.

TEACHERS' INSTITUTES.

County teachers' instititutes were held in 67 counties, an average number being present of 9,555 members out of a total membership of 13,523. The number of members present who were engaged in teaching in the public schools of the State was 10,712. Nearly all of these institutes continued in session 5 days; only 2 had as short a session as 4; 2 lasted 4½, and 1, that in Dauphin, which was held in 2 different towns, continued 10 days, 5 days in each town. There were 435 instructors and lecturers present, and 213 essays were read.

District and city institutes, also, were held in most of the larger cities of the State, with excellent results.—(State report, 1875–'76, pp. lxxv, lxxvi.)

EDUCATIONAL JOURNAL.

The Pennsylvania School Journal, always well and ably edited, and full of information and suggestion for the teachers of the State, has been continued during 1876, with even more than its wonted interest, one especially valuable feature having been an excellent series of papers on the educational exhibit at the Centennial.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public schools in the State in which some of the higher branches were taught in 1875–'76 is given by the State superintendent as 1,889. The number of public high schools or departments is not given, but from various city reports in which the high schools are mentioned it appears that these schools are in excellent condition, nearly all reporting some indications of progress. Special returns from 12 of the principal cities give a total attendance of 1,646 pupils in their high schools, while in 6 other important cities the existence of such schools is indicated, but the attendance in them is not separately given.

PRIVATE SECONDARY SCHOOLS.

In 22 schools for boys, 23 schools for girls, and 34 for both sexes, outside of the public school system, there have been reported to this Bureau 6,927 pupils, under 515 teachers. Of these, 1,220 are in classical studies, 1,177 in modern languages, 442 preparing for a classical course in college, and 175 for a scientific course. Drawing is taught in 61 of these schools, vocal music in 49, and instrumental music in 55. Chemical laboratories are reported by 37, philosophical apparatus by 46, and libraries of 60 to 5,000 volumes by 25, the aggregate number being 56,097.

The State superintendent, in his report for 1875–'76, gives the number of academies and seminaries as 207, and that of private ungraded schools as 345. Pupils attending both these classes of schools, 27,565. Teachers employed, 1,060.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Nine preparatory schools and 23 departments report a total of 101 teachers and 2,303 pupils. Of the students, 949 were preparing for classical courses and 538 for scientific.

Four of the schools report chemical laboratories, apparatus for the illustration of natural philosophy, and gymnasiums. Seven have libraries, numbering from 250 to 3,000 volumes, and aggregating 7,750.

BUSINESS COLLEGES.

Ten business colleges report 44 teachers and 1,858 students. Ten of them were studying phonography, 17 telegraphy, and 1 French. All these schools teach penmanship and book-keeping, 9 the common English branches and correspondence, 2 the higher mathematics, 6 banking and commercial law, 1 political economy, 1 life insurance, 3 phonography, and 2 telegraphy. Libraries are reported by 5, having from 18 to 259 volumes, and aggregating 492.

SUPERIOR INSTRUCTION.

UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA.

This is not a State university, in the sense of being sustained by public funds, but as the oldest and probably most influential of its class it naturally leads the others. It is supported by tuition and endowment, and is under the management of a board of trustees, of which the governor of the State is ex officio president.

The departments of instruction are those of the arts, of science, of medicine, and of law. All the students in the department of arts who are candidates for the degree of A. B. pursue the same studies during the freshman and sophomore years. For the remaining 2 years of the course a limited choice is permitted. The required studies are intellectual and moral philosophy; general mechanics and physics; English literature and American history; the elements of the history of civilization and of social and political science, and English composition and oratory. Each member of the class, at the beginning of the junior year, must also take three other studies, choice being allowed between Greek and German, Latin and French, and pure mathematics or advanced studies in history and English literature.

The degree of master of arts may be conferred on alumni of the university who are bachelors of arts of 3 years' standing, but after the year 1878 it will be only given those who show that they have pursued liberal studies since their graduation and shall present a satisfactory thesis.—(Catalogue, 1876–'77.)

OTHER COLLEGES.

Allegheny College, Meadville, (Methodist Episcopal,) embraces preparatory, classical, scientific, and biblical departments. Both sexes are admitted.—(Catalogue, 1875–'76.

Dickinson College, Carlisle, (Methodist Episcopal,) has established a scheme of 9 departments of study, and proposes to carry it out on the university principle of elective courses as the means will permit. The departments are: (1) moral science; (2) ancient languages and literature; (3) pure mathematics; (4) philosophy and English literature, including history and constitutional law; (5) physics, mixed mathematics, and the application of calculus to natural philosophy, astronomy, and mechanics; (6) chemistry and its application to agriculture and the arts; (7) physical geography, natural history, mineralogy, and geology; (8) modern languages; (9) civil and mining engineering and metallurgy. Those students who wish to obtain the collegiate degree are to devote the earlier part of their course, as heretofore, mainly to the elements of classical learning and the pure mathematics; for the latter part certain studies are made optional, and those who go through any of the prescribed special courses, as they may elect, as well as those who complete the classical course, are to be graduated A. B.—(Catalogue, 1875–'76.)

Franklin and Marshall College, Lancaster, (Reformed German,) aims to be a college in the old sense of the term. There are no optional courses of study, and no irregular students are received. The ruling object throughout is mental culture for its own sake. Franklin and Marshall Academy, under the control of the faculty of the college, prepares students for matriculation and also furnishes a complete academical course for those who do not propose to enter college. A theological seminary is also connected with the institution.—(Catalogue, 1875–'76.

Haverford College, Haverford College, (Friends,) embraces classical and scientific courses of study. The elective system has been adopted to a limited extent in the last year and a half of the classical course and in the last year of the scientific course.—(Catalogue, 1875–'76, and report of managers, 1876.)

Lafayette College, Easton, (Presbyterian,) embraces a classical department, the Pardee scientific department, including a general scientific course and technical courses, a post graduate department, and a law department.—(Catalogue, 1875–'76.)

Lehigh University, South Bethlehem, (Protestant Episcopal,) offers special facilities for giving a thorough education in civil, mechanical, and mining engineering, in chemistry and metallurgy. There is also a classical course, which includes instruction in French and German. By the liberality of the founder, Hon. Asa Packer, tuition is free.—(Catalogue, 1875–'76, and card, 1876.)

Lincoln University, Chester County, (Presbyterian,) embraces collegiate and theological departments, and a department with normal, preparatory, and business courses.—(Catalogue, 1874–'75.)

Mercersburg College, Mercersburg, (Reformed,) embraces preparatory and collegiate departments. Special attention is paid not only to the development of intellect but to the growth of Christian character, under the direct nurture and admonition of the church.—(Catalogue, 1875–'76.)

Monongahela College, Jefferson, (Baptist,) embraces preparatory, classical, and scientific courses, and ladies' English and normal departments.—(Catalogue, 1875–'76.)

New Castle College, New Castle, (non-sectarian,) was organized in 1872, and chartered with collegiate powers in 1875. It embraces courses in science, philosophy, ancient and modern languages, music, painting, drawing, book-keeping, and normal training.—(Catalogue, 1875–'76.)

Palatinate College, Myerstown, (Reformed,) embraces elementary, academic, and collegiate departments, the last having the following special courses of instruction: mathematics, classics, modern languages, history, natural sciences, philosophy, and fine arts.—(Catalogue, 1876.)

Pennsylvania College, Gettysburg, (Evangelical Lutheran,) embraces collegiate and preparatory departments, the latter covering 4 years, and including Latin, Greek, and German as a part of its regular course. German is used exclusively in the class-room during the junior and senior years.—(Catalogue, 1876–'77.)

Pennsylvania Military Academy, Chester, (non-sectarian,) unites with moral and mental education a thorough course of military instruction, both theoretical and practical. The physical exercise attendant upon the drills employs much of the time of recreation. The departments of study are collegiate and scientific.—(Circular, 1876.)

St. Vincent's College, near Latrobe, (Roman Catholic,) has 4 distinct courses of study, the theological, the philosophical, the classical, and the commercial, besides an elementary school for beginners. In all these courses special attention is paid to religious instruction.—(Catalogue, 1875–'76.)

Swarthmore College, Swarthmore, (Friends,) has in its course of study, classical, modern classical, scientific, and preparatory departments. Both sexes are admitted. Regular daily exercise in the open air is required of all. There is a gymnasium open daily for voluntary exercise.—(Catalogue, 1876–'77.)

Thiel College, Greenville, (Evangelical Lutheran,) was established for the Christian education of youth, both sexes being admitted. It has collegiate and academic departments, the course in the latter covering 3 years; in the former, 4.—(Catalogue, 1875–'76.)

University at Lewisburg, (Baptist,) embraces a collegiate department with classical and scientific courses, a preparatory department, and an academy. The last prepares for the Latin scientific course in college, for the preparatory classical course, for teaching in the common schools, and for business.—(Catalogue, 1876–'77.)

Ursinus College, Freeland, (Reformed,) embraces theological, academic, and collegiate departments. In its general system of education it endeavors to meet the wants of the age.—(Catalogue, 1876–'77.)

Villanova College, Villanova, (Roman Catholic,) embraces classical, scientific, commercial, and preparatory courses.—(Catalogue, 1874–'75.)

Washington and Jefferson College, Washington, (Presbyterian,) embraces preparatory and collegiate departments, the latter with classical and scientific courses, each of which covers 4 full years of study. In the classical course, the study of the Greek and Latin languages is made elective after the sophomore year.—(Catalogue, 1875–'76.)

Waynesburg College, Waynesburg, (Cumberland Presbyterian,) is one of the first colleges organized for the admission of both sexes, and a fair trial has shown that their association together as students subjects both to the strongest stimulus to exertion and to right conduct. The courses of study are preparatory, classical, scientific, normal, French and German, besides a female department and a ministerial course.—(Catalogue, 1876.)

The Western University of Pennsylvania, Pittsburg, furnishes us for 1875–'76 no catalogue or circular descriptive of its course of study; but it is understood from the Pennsylvania School Journal of February, 1876, that it has succeeded in securing, through the efforts of its respected chancellor, $200,000 for the erection of new buildings and increase of its facilities for instruction.

Westminster College, New Wilmington, (United Presbyterian,) includes classical, preparatory, and scientific departments. The classical course is the prominent feature in the college curriculum, and receives the most attention.—(Catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Reports have been received from 14 institutions for the superior instruction of women, having a total attendance of 1,134 students taught by 191 instructors. Of the students, 413 were in regular collegiate classes, 81 in partial and 6 in post graduate courses. Music is taught in 13 of these colleges, 12 specify vocal music, and 11 instru-

mental; 12 teach French, 11 German, 3 Italian, and 2 Spanish, 14 drawing, and 12 painting. Seven report apparatus for the illustration of chemistry, and 8 that for natural philosophy, 4 natural history museums, 2 art galleries, and 5 gymnasiums.

Statistics of universities and colleges, 1876.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	No. 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	14	3	55	66	$300,000	$200,000	$14,000	*a*$3,000	.....	.....	*b*14,000
Dickinson College	6	0	0	62	200,000	184,000	12,000	$0	$0	$0	*b*27,739
Franklin and Marshall College.	10	1	42	68	150,000	120,000	7,000	150	0	.....	*b*11,000
Haverford College	7	0	.....	42	350,000	120,000	6,644	*c*16,137	0	20,000	*b*10,950
Lafayette College	27	4	.....	183	584,000	.....	23,623	7,452	0	.....	*b*20,800
La Salle College*	22	.....	250	110	80,000	.....	.....	9,800	.....	.....	5,000
Lebanon Valley College	7	.....	116	84	62,000	.....	.....	4,000	.....	.....	*b*1,350
Lehigh University	14	.....	.....	113	600,000	.....	.....	0	.....	.....	.....
Lincoln University*	10	4	61	73	125,030	95,000	.....	.....	.....	.....	4,000
Mercersburg College	17	0	25	32	50,000	20,000	900	.....	0	0	*b*5,500
Monongahela College	6	.....	65	14	30,000	30,000	1,800	600	.....	0	130
Muhlenberg College*	8	0	30	48	100,000	43,000	2,400	5,000	0	17,000	*b*3,600
New Castle College	23	.....	235	76	6,000	0	0	4,000	.....	.....	*b*450
Palatinate College	9	.....	165	15	30,500	.....	.....	4,500	.....	.....	*d*925
Pennsylvania College	12	5	47	79	120,000	142,076	7,150	5,700	.....	.....	*b*19,700
Pennsylvania Military Academy.	14	.....	115	91	125,000	.....	.....	20,000	0	0	*b*2,000
St. Francis College	14	.....	83	...	250,000	.....	.....	16,000	.....	.....	3,000
St. Joseph's College	13	0	100	166	160,000	0	0	.....	0	0	*b*3,900
St. Vincent's College	39	0	60	122	104,000	0	0	.....	0	0	*b*16,500
Swarthmore College	19	0	142	87	500,000	80,000	5,000	*c*77,230	0	60,000	*b*3,000
Thiel College	8	1	49	21	48,000	.....	.....	2,476	.....	1,000	4,000
University at Lewisburg	9	1	51	66	162,000	130,000	8,775	4,000	0	0	*b*6,539
University of Pennsylvania	15	2	.....	131	480,000	417,000	22,700	30,000	0	0	20,000
Ursinus College	9	1	66	50	35,000	24,000	.....	2,300	0	.....	.....
Villanova College	14	.....	.....	50	280,000	0	0	15,000	.....	.....	*b*9,000
Washington and Jefferson College.	8	2	23	135	150,000	183,000	11,250	.....	.....	.....	2,100
Waynesburg College	12	.....	110	100	8,000	30,000	2,500	1,000	.....	.....	*b*700
Western University of Pennsylvania.	15	2	130	57	200,000	250,000	11,963	17,353	0	.....	*b*3,600
Westminster College	9	.....	43	115	25,000	72,000	6,200	.....	.....	.....	*b*3,600

* From Report of the Commissioner of Education for 1875.

a From contingent fees.
b Includes society libraries.
c Board and tuition.
d Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Pennsylvania State College, Centre County, heads, as such, the scientific institutions in the State. Its aim is to combine practical with theoretical culture in the higher departments of education, but especially to promote improvement in agriculture and the mechanic arts, and the application to these of the natural and abstract sciences. It is thus a scientific school of high order in the educational interests of industrial life, yet not excluding classical and literary studies. Young women are admitted to the same courses as young men, are subject to the same general rules, and on completion of their studies receive the same certificates and degrees.—(Catalogue for 1875–'76.)

The Towne Scientific School of the University of Pennsylvania, Philadelphia, aims to give a thorough technical and professional training to those who propose to engage in scientific and industrial pursuits. It has, besides a general course, special courses: (1) in analytical and applied chemistry and mineralogy; (2) in geology and mining; (3) in civil engineering; (4) in mechanical engineering; (5) in drawing and architecture.

A post graduate course in essentially the same lines of study has also been organized. Graduation in any one of the professional courses secures the degree of Sc. B.; in the post graduate course, that of Sc. M. The school is handsomely endowed and well appointed.—(Catalogue for 1876–'77.)

The Pardee Scientific Department of Lafayette College, Easton, has a general scientific course for those who wish to pursue the various branches of collegiate study without Greek or Latin, and technical courses for such as desire to prepare themselves for the thorough and scientific prosecution of industrial pursuits. These technical courses embrace: (1) engineering, civil, topographical, and mechanical; (2) mining engineering and metallurgy; (3) chemistry. There are also arrangements for post graduate special studies. The institution has ample apparatus for its work.—(Catalogue for 1875–'76.)

Lehigh University, South Bethlehem, was designed by its founder, Hon. Asa Packer, of Mauch Chunk, to afford the young men of the Lehigh Valley and elsewhere a complete technical education for those professions which had developed the rich mineral resources of the surrounding region. It affords, without charge for tuition, every facility for mastering the professions of the civil, mechanical, and mining engineer, and of the metallurgist and analytical chemist. Classical instruction is also given to those who wish to become lawyers, clergymen, physicians, editors, or to pursue any distinctively literary avocation.—(Registers for 1875–'76 and 1876–'77.)

Other scientific schools.— Scientific departments exist also in connection with Dickinson College, Carlisle; Haverford College, Haverford; Monongahela College, Jefferson; New Castle College, New Castle; Swarthmore College, Swarthmore; the University at Lewisburg; Villanova College, Villanova; Washington and Jefferson College, Washington; Waynesburg College, Waynesburg; Westminster College, New Wilmington, and the Western University of Pennsylvania, Pittsburg. A special course in analytic chemistry is also arranged for at Pennsylvania College, Gettysburg. The Pennsylvania Military College, Chester, is largely a scientific school, as is the Polytechnic College of Pennsylvania, Philadelphia. In the Franklin Institute and the Wagner Free Institute of Science, Philadelphia, scientific instruction is given by lectures on such subjects as light, astronomy, electricity, metallurgy, assaying of precious metals, and other practical topics.—(Catalogues of these institutions, with announcements and returns.)

THEOLOGY.

The course of study for the ministry in most of the theological seminaries, schools, and departments included in the following table is 3 years. Where a larger number of years is given, academic or collegiate studies preparatory to the theological are usually included. In some instances these reach to within 2 years of the time of graduation, as in the Moravian Theological Seminary at Bethlehem, and in the ministerial course of Waynesburg College, Cumberland Presbyterian. The study of the Holy Scriptures in their original Hebrew and Greek, the science of interpretation of these scriptures, Christian evidences, church history and polity, systematic theology, pastoral theology and sacred rhetoric, form the staple courses of these schools.

MEDICINE.

The medical department of the University of Pennsylvania, Philadelphia, the oldest and one of the most justly celebrated of the medical schools of the United States, presents no account of itself by circular or report to this Bureau for 1876. By its representative in a medical convention held at Philadelphia, June 2d and 3d, of that year, it advocated a graded course of medical study, in which the elementary branches should precede the practical; and in furtherance of which it was resolved that, in the hope of inducing students to prolong and systematize their studies, it was recommended to all medical colleges to offer students the option of three courses of lectures after a plan similar to the following: "Students who have attended two full courses of lectures on anatomy, chemistry, materia medica, and physiology, may be examined upon any of these subjects at the end of their second course. During their third course such students may devote themselves to the lectures upon the theory and practice of medicine, surgery, obstetrics, and diseases of women and children, upon which subjects only they shall be examined at the final examination for the degree of M. D., their standing, however, to be determined by the results of both examinations."—(Detroit Review of Medicine, July, 1876, pp. 500-504.) What action has been taken by the faculty on this change of plan does not appear.

Jefferson Medical College, Philadelphia, which in 1875–'76 had 505 matriculates and graduated 146, it may be seen from the table, has still further increased this large number of students, as well as added much to the value of its grounds, buildings, and apparatus, by the erection of a hospital adjoining the college. The course of instruction includes a carefully considered combination of didactic and clinical teaching, for the former of which ample means of illustration are employed, while for the latter it has now its own hospital and dispensary, with free access for its students to all the hospitals of the city.—(Announcement for 1876–'77.)

The Woman's Medical College, Philadelphia, is designed to afford to ladies over 21 years of age an opportunity for full medical instruction. It requires of its candidates for graduation a study of medicine for 3 years, 2 of which years must have been under the special supervision of a respectable practitioner, or under that of the college itself. The examinations may be after a plan similar to that sketched above in connection with the medical department of the university.—(Annual announcement, 1875–'76.)

The Hahnemann Medical College, Philadelphia, affords instruction, as its name implies, in the principles of the homœopathic school. Its obligatory requirements are the same with those of the principal medical schools of the country, but it recommends a three years' graded course, embracing in the first year the philosophical, in the second the theoretical, and in the third the practical studies of a medical course. Students choosing this graded course are required to pass an examination in the studies of the first class before they can be admitted to the second.—(Announcement for 1875–'76.)

DENTISTRY.

The Pennsylvania College of Dental Surgery, Philadelphia, has a faculty of 6 professors, who are assisted in the operative and mechanical departments by 2 demonstrators, with assistants. In order to meet the increasing demand for more thorough training, the faculty have added a spring and summer session to that of the fall and winter; attendance on the former to be held an equivalent for any private instruction, however good, but not to be considered a substitute in any way for the regular winter course. The candidate for graduation must be 21 years of age, and must have studied under a private preceptor at least 2 years, including his course of instruction at the college.—(Announcements for 1875–'76 and 1876–'77.)

The Philadelphia Dental College, Philadelphia, has also lengthened its lecture season from 4 to 9 months, embracing spring, fall, and winter courses. The spring and fall courses are meant to be introductory to the winter course, or supplementary of it, but not to be an equivalent for it. Conditions of graduation essentially the same as in the preceding school.—(Announcement for 1876–'77.)

PHARMACY.

The Philadelphia College of Pharmacy imparts instruction in chemistry, materia medica, botany, and the theory and practice of pharmacy. Candidates for graduation must be at least 21 ; must have attended two courses of each series of lectures delivered in this college, or one in this and one in some other respectable college of pharmacy, the last one in this; must have served an apprenticeship of at least 4 years with a qualified apothecary ; and must produce a neat and accurate original thesis, in their own handwriting, on some subject assigned them.—(Announcement for 1876–'77.)

LAW.

The Law Department of Lafayette College, Easton, has a course of instruction meant to extend over 2 years, and embracing general commentaries on municipal law, contracts, real and personal property, torts, elements of pleading and evidence, equity jurisprudence, practice, and criminal law. Lectures are delivered in each year on topics illustrative of the above course and necessary to a thorough and scientific preparation for practice. The instruction is by text books and recitations, supplemented by lectures and oral expositions, with moot courts each week, presided over by a member of the faculty.—(College catalogue for 1875–'76.)

The Law Department of the University of Pennsylvania, Philadelphia, presents a two years' course, similar to that above given and extending over the same period of 2 years. The scholastic year embraces 8 continuous months, from October 1 to April 1.—(Return to Bureau of Education for 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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
Pardee Scientific department of Lafayette College.	(a)	....	151	4	(a)	.....	(a)	(a)	(a)
Pennsylvania State College	13	....	149	4	$532,000	$500,000	$30,000	.....	53,600
Polytechnic College of the State of Pennsylvania.	8	....	69	3	.....	.....	.....	.....	500
Scientific department of Villanova College.	....	....	....	....	.....	.....	.....	.....	.....
Towne Scientific School, (University of Pennsylvania.)	20	....	105	4	(a)	(a)	(a)	(a)	(a)
Wagner Free Institute of Science	6	....	....	....	350,000	30,000	2,000	$0	17,000
SCHOOLS OF THEOLOGY.									
Augustinian College of Villanova, theological department.	3	....	....	4	.....	.....	.....	.....	.....
Crozer Theological Seminary	4	....	47	3	150,000	232,000	15,000	.....	8,000
Divinity School of the Protestant Episcopal Church.	7	4	22	3	150,000	248,000	17,000	.....	6,600
Meadville Theological School	7	0	17	3	37,500	112,500	7,512	.....	12,000
Missionary Institute	2	1	10	3	15,000	20,000	1,200	.....	2,500
Moravian Theological Seminary	3	....	34	6	7,676	38,761	2,414	.....	4,431
Philadelphia Theological Seminary of St. Charles Borromeo.	8	0	....	9	700,000	0	0	.....	14,000
St. Michael's Seminary	9	....	32	4	40,000	.....	.....	.....	3,500
St. Vincent's Seminary	5	....	....	6	.....	0	0	.....	6,000
Theological department of Lincoln University.*	7	3	16	3	.....	.....	.....	.....	.....
Theological department of Ursinus College.	3	....	15	3	.....	.....	.....	.....	.....
Theological Seminary of the Evangelical Lutheran Church, Gettysburg.	6	3	30	3	40,000	100,000	5,400	.....	11,000
Theological Seminary of the Evangelical Lutheran Church, Philadelphia.	5	5	46	3	50,000	112,848	7,045	.....	3,500
Theological Seminary of the Reformed Church.	3	....	31	3	25,000	71,000	4,200	.....	10,000
Theological Seminary of the United Presbyterian Church.*	4	....	46	3	45,000	.....	.....	.....	4,000
Western Theological Seminary of the Presbyterian Church.*	6	5	85	3	.....	317,166	21,000	.....	15,000
SCHOOLS OF LAW.									
Law department of Lafayette College	5	....	....	2	.....	.....	.....	.....	.....
Law department, (University of Pennsylvania.)	5	....	90	2	.....	.....	.....	4,840	500
SCHOOLS OF MEDICINE.									
Jefferson Medical College	21	....	600	3	250,000	.....	.....	.....	.....
Medical department, (University of Pennsylvania.)*	13	....	482	2	.....	.....	.....	.....	3,000
Woman's Medical College of Pennsylvania.	15	....	75	3	60,000	64,250	4,612	.....	.....
Hahnemann Medical College of Philadelphia.	13	....	142	2, 3	c20,000	0	0	11,045	2,000
Pennsylvania College of Dental Surgery.	30	....	125	2	d5,000	.....	.....	9,062	500
Philadelphia Dental College	22	....	105	2	.....	.....	.....	.....	.....
Philadelphia College of Pharmacy	3	....	276	2	76,000	16,000	1,550	.....	2,295

* From Report of the Commissioner of Education for 1875.

a Reported with classical department.

b Includes society libraries

c Value of museum, apparatus, and library.

d Value of apparatus.

SPECIAL INSTRUCTION.

GIRARD COLLEGE FOR ORPHANS, PHILADELPHIA.

The sixth annual report of the board of directors of city trusts, covering the year 1875, but printed in 1876, showed 550 pupils in the three schools composing the institution for the former year. A written return for 1876 gives the number as the same, the present accommodations not admitting of any increase.

An appendix presents the course of study pursued in the three schools, beginning with the lowest elements, and running up, in the eight years and six months devoted to it, into the various higher English branches, with French, Spanish, and drawing.

OTHER ORPHAN HOMES.

In 21 homes and industrial schools for orphan children throughout the State, 1,672 pupils were reported in 1876 as under instruction in the common branches of an English education, with industrial training in many instances also.

In 16 others, mainly for the orphans of soldiers who fell in the civil war, 2,798 children were reported as being also under kindred training, making 4,490, exclusive of those in Girard College.—(Returns to Bureau of Education.)

REFORM SCHOOLS.

In the Pennsylvania Reform School at Morganza, and the colored department of the House of Refuge, Philadelphia, there are reported for 1876 a total of 345 children under training, 228 in the former, 117 in the latter institution.—(Returns to Bureau of Education.)

PENNSYLVANIA INSTITUTION FOR THE DEAF AND DUMB, PHILADELPHIA.

The new buildings of this noble school, noticed in the Commissioner's report for 1875, have so much increased its accommodations, that for the first time in many years its managers have been able to offer admission to all applicants. The number on the roll January 1, 1876, was 297, of whom 163 were males and 134 females; 14 supported by New Jersey, 5 by Delaware, 1 by the city of Philadelphia, 2 by scholarship funds, and 8 by parents or friends. A later return gives 352 as the whole number in December, 1876, the males being 202 and the females 150. The number of professors and instructors at the latter date was 18, one being a semi-mute. A library of about 5,000 volumes is an aid to instruction. Geography, history, arithmetic, and other common English branches are taught, and there is some apparatus for illustration of natural philosophy, also a museum containing many specimens of natural history.

The value of grounds, buildings, and apparatus is set at $500,000; the State appropriations from Pennsylvania at $63,963 for maintenance and $25,000 towards the new buildings; from New Jersey, at $3,634; from Delaware, $1,485. Income from tuition fees, $6,319. Expenditures: for maintenance, $80,039; for new buildings, about $167,000.—(Report for 1875 and return for 1876.)

WEST PENNSYLVANIA INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB.

This new institution for the unfortunate, established in 1876, is at Turtle Creek, Allegheny County, not far from Pittsburg. It reports 3 instructors, 1 of them a semi-mute, with 36 pupils, of whom 22 are males and 14 females. Reading, writing, arithmetic, and geography are the branches at present taught. Agriculture was to be added in the spring of 1877. The buildings and grounds are rented. The State appropriation for 1876 was $16,000; the income from tuition fees, $200.—(Circular and return for 1876.)

The deaf-mute day school at Pittsburg, hitherto maintained by the city, has been discontinued since the establishment of this institution, and appears to have been absorbed into it.—(Letter accompanying return.)

PENNSYLVANIA INSTITUTION FOR INSTRUCTION OF THE BLIND.

Established in 1833 at Philadelphia, and since continued there, this school has since its opening instructed 915 pupils, and reports for 1876 a total of 207 pupils, with 34 instructors and employés, of whom 21 are blind. The course of study embraces all the branches of a good English education, with Latin, pin-type printing, and music. A plan is in agitation for imparting a considerable part of this instruction in the public schools, where it is thought that the blind may be taught with little more trouble than those possessed of sight. Music is taught not only in theory and by the notes, but on the church organ and the piano. The art of tuning and repairing pianos is also attended to. The industrial occupations engaged in are broom, brush, mattress, and mat making, caning of chairs, carpet weaving, knitting, crocheting, beadwork, hand and machine sewing. The products of these occupations for 1875 amounted to $14,938 for the males and $336 for the females in the school.

A portion of the pupils here, as at the institution for the deaf and dumb in Philadelphia, are from the States of New Jersey and Delaware, and are provided for by those States.—(Report for 1875 and return for 1876.)

PENNSYLVANIA TRAINING SCHOOL FOR FEEBLE-MINDED CHILDREN.

This school, established in 1871, at Media, for the benefit of feeble-minded persons who are friendless or entirely dependent, reported, for 1876, a total of 233 such under instruction, of whom 136 were males and 97 females. The branches taught are the primary ones of a common school education, with broom and mattress making, farm labor, and domestic duties. Instructors, 11. Income, $57,551, applicable to support of children; expenditures, $58,349. For a new building, $10,000 have been appropriated by the legislature.—(Report and return for 1876.)

OBITUARY RECORD.

PROF. GEORGE ALLEN, LL. D.

This gentleman, long professor of the Greek language and literature in the University of Pennsylvania, passed, May 29. 1876, into the other world. He was born December 17, 1808, at Milton, Vermont, and trained for college while still residing with his father, a lawyer of high standing and repute, and a member of Congress for several terms. Entering with advanced standing the University of Vermont in 1823, he was graduated in due course, apparently, in 1825, and began studying law in his father's office, then in Burlington. But in May, 1826, a college friend who had started an academy a few miles away was taken sick, and induced young Allen to take his place till the conclusion of the term. He proved so successful a teacher that in August of that year the trustees of the university, having given Professor Torrey, of the chair of languages, leave to travel in Europe for 18 months, invited the young graduate to fill the professorial chair till his return. This was done, not only with great benefit to his pupils, but also great improvement of his own already fine classical acquirements, he going over an immense amount of reading in the languages beyond the studies of his class. Resuming then his legal studies, he prosecuted them for some time, but finally changing his plan of life and resolving to enter the ministry, became a teacher in the Vermont Episcopal Institute, at Burlington, studying theology under Bishop J. H. Hopkins. Ordained a deacon in 1834, he took charge of a church in St. Albans, and spent there three happy years. But he was born to be a teacher, and after struggling for some time against his destiny, yielded, and became professor of languages in Newark College, Del., and subsequently, from 1845, in the University of Pennsylvania, where he continued till his death, securing the reputation of being one of the first teachers of the classics in America. In 1854 he took exclusive charge of instruction in the Greek language and literature, his adjunct professor, Mr. Jackson, taking the Latin.

Familiar, from long reading, with the choice Greek classics, and thoroughly devoted to the beautiful and harmonious tongue, he infused the enthusiasm he felt for them into his instructions, and enkindled in his pupils a sympathetic flame by his felicitous and charming renderings — renderings made still more delightful by reference to fine passages in modern writers, drawn from or meant to illustrate the ancient ones. His life was spent so largely in the study and the class room that the world at large knew little of the genial gentleman who was training for it some of the best scholars of the day. But his students well appreciated his fine teaching and enthusiastic ways, and he will long be remembered by them as a splendid instructor and a most lovable and noble man.—(An autobiographical sketch in the Pennsylvania Monthly, August, 1876, and an editorial in the Philadelphia Times, May 30, 1876.)

PROF. M. W. JACOBUS, D. D., LL. D.

Melancthon Williams Jacobus was born in Newark, N. J., September 19, 1816, of Presbyterian parentage. He was the eldest of six children, and had the best early Christian nurture. At 8 years of age he was studying Latin and Greek in Newark Academy, then under the charge of Abraham Van Doren and his three sons. At 14 he was transferred to the academy at Bloomfield, N. J., where he became, in the best sense, a Christian. At 15 he entered the sophomore class of Princeton College, and, although the youngest member of the class, carried off the highest honors each successive year till his graduation in 1834. In the autumn of 1835 he entered the theological seminary at Princeton, and here developed his taste for exegetical studies. At the end of the seminary course he was appointed tutor in Hebrew, as assistant to Dr. Joseph Addison Alexander, and devoted himself to the study of Arabic and Syriac, under the celebrated Orientalist, Dr. Isaac Nordheimer.

In 1839 he was licensed by the presbytery of New Brunswick to preach the gospel, and in the autumn of the same year was ordained and installed as pastor of the First Presbyterian Church in Brooklyn, N. Y., where he labored with eminent success for eleven years.

In the fall of 1850, his health having given way, he laid aside his work and spent a year in foreign travel, passing through Europe, Egypt, Palestine, and Syria as far as Damascus. During his absence the general assembly of the Presbyterian Church elected him professor of Oriental and biblical literature in the Western Theological Seminary, Allegheny City, Pa. He entered on the duties of this professorship early in 1852, and continued in the active discharge of them till his death, October 28, 1876, twenty-four and a half years.

In 1852 Jefferson College, Pennsylvania, made him a doctor of divinity, and in 1867 the College of New Jersey added to this the degree of LL. D. From 1856 to the fall of 1872 he held the pastorate of the Central Presbyterian Church of Pittsburg, visiting Europe again during this time, in 1866, and serving in 1869 as moderator of the general assembly of the Old School branch of the Presbyterian Church. In that capacity he had the pleasure of presiding at the organization of the reunited assembly, in Philadelphia, in 1870. The following year he was appointed by the general assembly corresponding secretary and treasurer of the board of sustentation, and held the office till May, 1874. In October, 1874, he went to Southern California for improvement of his health, returning to his duties in the seminary in September, 1875, with freshened strength. But long years of laborious study had told on him, as it usually does, and at the date above indicated the tasked brain avenged itself, and he broke down and passed off suddenly.

The chief publications of Dr. Jacobus were his commentaries on the sacred Scriptures. "Notes on the New Testament," extending through the Gospels and the Acts, were published with a "Catechetical Question Book," from 1848 to 1859, and were republished in Edinburg, Scotland, in 1862. "Notes on Genesis" followed, in 1864-'65, and "Notes on Exodus, from Egypt to Sinai," in 1874. Besides these he was the author of many articles in the Princeton Review and the American Presbyterian Review, with published sermons, tracts, and articles in newspapers.—(Letter from Prof. A. A. Hodge, D. D.)

LIST OF SCHOOL OFFICIALS IN PENNSYLVANIA.

Hon. J. P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*
[Term, 1876-'80.]
Hon. HENRY HOUCK, *first deputy State superintendent, Harrisburg.*
—— ——, *second deputy State superintendent, Harrisburg.*

CITY SUPERINTENDENTS.

[Term, three years from June 4, 1875.]

City.	Superintendent.	Post-office.	Number of schools.	Salary.
Allegheny	John Davis	Allegheny City	178	$2,000
Allentown	R. K. Buehrle	Allentown	54	1,350
Altoona	D. S. Keith	Altoona	38	1,000
Carbondale	Matthew G. Neary	Carbondale	19	300
Chester	A. Robinette	Chester	31	1,500
Columbia	B. G. Ames	Columbia	19	1,400
Corry	V. G. Curtis	Corry	20	2,000
Easton	W. W. Cottingham	Easton	39	1,700
Erie	H. S. Jones	Erie	76	2,200
Harrisburg	Daniel S. Burns	Harrisburg	70	1,500
Hazleton	A. P. Supplee	Hazleton	21	1,200
Hyde Park	Jeremiah E. Hawker	Hyde Park	35	300
Lock Haven	John Robb	Lock Haven	24	900
Meadville	Samuel P. Bates	Meadville	23	1,500
New Castle	M. Gantz	New Castle	25	1,300
Norristown	Joseph K. Gotwals	Norristown	38	1,500
Pittsburg	George J. Luckey	Pittsburg	427	3,000
Pottsville	Benjamin F. Patterson	Pottsville	55	1,800
Reading	Thomas Severn	Reading	122	1,200
Scranton	Joseph Roney	Scranton	45	2,000
Shenandoah	G. W. Bartch	Shenandoah	19	1,500
Titusville	Henry C. Bosley	Titusville	24	1,800
Williamsport	Samuel Transeau	Williamsport	55	1,200
York	William H. Shelley	York	36	1,800

List of school officials in Pennsylvania—Continued.

COUNTY SUPERINTENDENTS.

[Term, three years from June 4, 1875.]

County.	Superintendent.	Post-office.	Number of schools.	Salary.
Adams	Aaron Sheely	Gettysburg	164	$1,000
Allegheny	James Dickson	Allegheny City	369	2,000
Armstrong	A. D. Glenn	Kittanning	261	1,200
Beaver	Benjamin Franklin	New Brighton	193	1,200
Bedford	J. W. Hughes	Everett	228½	1,000
Berks	Samuel Baer	Kutztown	416	1,800
Blair	John H. Stephens	Martinsburg	148	1,000
Bradford	Austin A. Keeney	Towanda	369½	1,000
Bucks	W. W. Woodruff	Newtown	281½	1,500
Butler	J. B. Matthews	Whitestown	237	1,000
Cambria	Hartman Berg	Ebensburg	209½	1,000
Cameron	N. H. Schenck	Emporium	36	800
Carbon	R. F. Hofford	Lehighton	130	1,200
Centre	Henry Meyer	Rebersburg	211	1,000
Chester	Hiram F. Pierce	West Chester	352	1,500
Clarion	A. J. Davis	Rimersburg	206½	1,100
Clearfield	J. A. Gregory	Clearfield	199	1,000
Clinton	Martin W. Herr	Salona	115	1,000
Columbia	William H. Snyder	Orangeville	178	1,200
Crawford	James C. Graham	Meadville	374	1,350
Cumberland	D. E. Kast	Mechanicsburg	231	1,000
Dauphin	D. H. E. La Ross	Hummelstown	215½	800
Delaware	James W. Baker	Media	111	1,600
Elk	George R. Dixon	Ridgway	63	1,000
Erie	C. C. Taylor	Waterford	300½	1,000
Fayette	William H. Cooke	Uniontown	245	1,000
Forest	H. S. Brockway	Tionesta	43	500
Franklin	Samuel H. Eaby	Green Castle	257	1,000
Fulton	H. H. Woodal	M'Connellsburg	71	1,000
Greene	Andrew F. Silvens	Waynesburg	187	750
Huntingdon	R. M. McNeal	Three Springs	216	1,000
Indiana	Samuel Wolf	Indiana	243	1,000
Jefferson	G. A. Blose	Hamilton	170	1,000
Juniata	J. M. Garman	Mifflin	101	800
Lancaster	B. F. Shaub	Lancaster	528	1,700
Lawrence	William N. Aiken	New Castle	137	1,200
Lebanon	William B. Bodenhorn	Annville	191	1,000
Lehigh	James O. Knauss	Allentown	233	1,300
Luzerne	William A. Campbell	Shickshinny	554	2,000
Lycoming	Thomas F. Gahan	Montoursville	229	1,800
McKean	W. H. Curtis	Smethport	96	1,200
Mercer	J. M. Dight	Sandy Lake	296	1,500
Mifflin	William C. Gardner	Belleville	104	800
Monroe	B. F. Morey	Stroudsburg	129	1,000
Montgomery	Abel Rambo	Trappe	288	1,200
Montour	William Henry	Pottsgrove, (Northumberland County.)	76	700
Northampton	Benjamin F. Raesley	Mount Bethel	244	1,200
Northumberland	H. H. Bartholomew	Elysburg	232	800
Perry	Silas Wright	Millerstown	183	700
Pike	John Layton	Dingman's Ferry	56	800
Potter	J. W. Allen	Coudersport	121	800
Schuylkill	Jesse Newlin	Port Carbon	433	2,250
Snyder	William Noetling	Selinsgrove	107	500
Somerset	J. B. Whipkey	Berlin	225	1,000
Sullivan	Edwin A. Strong	Dushore	61	800
Susquehanna	William C. Tilden	Montrose	293½	1,200
Tioga	Miss Sarah R. Lewis	Westfield	294½	1,250
Union	A. S. Burrows	Mifflinburg	85	900
Venango	S. H. Prather	Franklin	240	1,200
Warren	N. R. Thompson	Sugar Grove	182½	1,000
Washington	A. J. Buffington	Washington	293	1,000
Wayne	D. G. Allen	Prompton	210	1,200
Westmoreland	James Silliman	Ruff's Dale	354½	1,500
Wyoming	Charles M. Lee	South Eaton	98½	800
York	William H. Kain	York	370	1,200

RHODE ISLAND.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (5–15 inclusive)	53,316	.....	.....	.....
Enrolled in public schools	38,554	39,328	774	.....
Average number belonging	30,102	30,516	414	.....
Average attendance	26,163	27,021	858	.....
Enrolment in evening schools	4,600	3,179	.....	1,421
Average number belonging	3,306	2,395	.....	911
Average attendance	2,256	1,585	.....	671
TEACHERS.				
Men teaching	195	211	16	.....
Women teaching	861	869	8	.....
Total teachers	1,056	1,080	24	.....
Necessary to supply the schools	822	861	39	.....
Teachers in evening schools	192	150	.....	42
Average monthly pay of men	$85 18	$81 49	.....	$3 69
Average monthly pay of women	46 17	46 73	0 56	.....
SCHOOLS.				
Graded schools	436	466	30	.....
Ungraded schools	301	291	.....	10
Total number of schools	737	757	20	.....
Average length of schools in days	178	180	2	.....
Number of evening schools	39	28	.....	11
Average length of these in weeks	12¼	13	1 evening	.....
Value of school property	$2,360,017	$2,456,674	$96,657	.....
INCOME AND EXPENDITURE.				
Receipts.				
From State tax	70,402	71,535	1,133	.....
From local tax	614,383	568,872	.....	$45,511
From permanent fund	22,093	20,033	.....	2,060
From other funds	10,286	10,341	55	.....
From other sources	44,633	63,335	18,702	.....
Total	761,797	734,116	.....	27,681
Expenditures.				
Sites, buildings, and furniture	$274,326	$206,588	.....	$67,738
Libraries and apparatus	1,509	2,075	$566	.....
Salaries of superintendents	11,681	11,788	107	.....
Salaries of teachers	383,284	407,564	24,280	.....
Miscellaneous	77,059	65,720	.....	11,339
Evening schools	16,784	15,732	.....	1,052
Total	764,643	709,467	.....	55,176
PER CAPITA EXPENDITURE —				
Of school population	$9 37	$9 49	$0 12	.....
Of pupils enrolled	12 96	12 86	.....	$0 10
Of average attendance	19 09	18 72	.....	37
SCHOOL FUND.				
Available school fund	250,376	244,325	.....	6,051

(Report for 1875–'76 of Hon. Thomas B. Stockwell, State commissioner of public schools, pp. 53–59, and special reports to United States Bureau of Education, 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Bancroft's History of the United States, vol. 1, page 379; Barnard's Common Schools and Public Instruction, 1873; History of Rhode Island Institute of Instruction, by E. W. Stone, 1874, and Journal of the institute; History of Public Instruction in Rhode Island from 1836 to 1876, compiled and edited by Hon. Thomas B. Stockwell, State commissioner of public schools, 1876; Rhode Island School Laws of various dates.

ORIGINATION OF FREE SCHOOLS.

Entered in 1636 by Roger Williams and his fellow advocates for absolute religious freedom, it was long before Rhode Island, with its scattered colonists, had a settled government, or centres of population sufficient for the support of any true school system. Sixty-five years passed after Williams's entrance before the number of the settlers, exclusive of remaining Indians, reached 10,000; and almost one hundred before a census showed 17,935. As many of these were mere adventurers and many more were conscientiously opposed to any State control of education, no general law for the establishment of free schools seems to have been even thought of till 1790-'98. Individual towns took measures to secure for all or for a portion of their youth either a free or cheapened education—Newport in 1640, Providence in 1663, Barrington in 1673, Bristol in 1682—but a system for the State remained to be projected. Strangely enough the idea of it then came not from the leading citizens striving to lift up others toward their plane, nor from the people generally asking aid to raise their children to a higher level than their own, but from a man of humble origin and very slender training, who burned to give to others the educational advantages of which he keenly felt the need. This man was Mr. John Howland, born in Newport, and trained to be a barber and hair dresser in Providence. Of clear intelligence, sound judgment, and persistent will, he was, notwithstanding his origin, one of the born leaders of mankind. Uniting with others in 1789 in the formation of the Mechanics and Manufacturers' Association, Providence, he says himself that when he and his fellow members came together they became sensible of their deficiencies. There were papers to be written and records to be made that few of them were competent to undertake. Talking of this among themselves, the question came whether their children ought not be given better advantages for education. Of course, the answer was they ought to have them; and when the means by which these advantages could be obtained arose for consideration, nothing seemed plainer than that it must be through practically free schools, opened to all the children of the State through the united action of the legislature and the people. For such schools it was resolved that they should agitate, and Mr. Howland soon became chief agitator. He wrote a memorial to the legislature in favor of free schools, secured the adoption of it by the association, had it presented to the general assembly in 1799, and by active exertion of his utmost influence with the members and the people had the happiness of welcoming, in February, 1800, "An act to establish free schools." This act, remarkable for that period, provided for dividing every town into school districts; for establishing in each of these, and maintaining annually one or more free schools for the instruction of all the white inhabitants between the ages of 6 and 20 years in reading, writing, and common arithmetic; for continuing such schools through terms sufficient to secure all pupils a fair indoctrination in these elements; and for meeting the expense by a State allowance of 20 per cent. of the State taxes collected from each town, with a town provision for whatever remaining cost might be incurred.

Providence immediately took steps for establishing the schools provided for, bought or built 4 school-houses, engaged for each a master at $500, and an usher at $200 annual salary, and on the last Monday of October, 1800, opened them to her scholastic population. Thus free schools were originated, and were directly so abundantly attended that soon a fifth had to be added to the four first opened. From that time on there has been a growth and an expansion, Providence never failing to maintain her schools, which had grown to 51 in 1876, with a total enrolment of 13,240 pupils.

STATE RETROGRESSION.

Though the chief city of the State thus accepted the first school law, it proved to be beyond the public sentiment of other towns, and as there was then no officer to explain to the people its provisions, meet objections to them, and show the advantages which they would bring, an ignorant opposition from the smaller towns so far prevailed with the previously friendly legislature that the law was repealed in 1803, as respected the State generally, Providence being excepted at her own request. Things elsewhere fell back into their old order, and the discouraged friends of a free education for the people had to depend again, for twenty-five years longer, on private schools, proprietary schools, the free schools of benevolent societies, and Sunday schools, which at that time were for imparting to the poor the elements of education not obtainable by them dur-

ing the week. The proprietary schools were the nearest approach of all these to public schools, being the fruit of associations among friends and neighbors who taxed themselves voluntarily for the purchase of a lot, the erection of a school-house, the support of teachers, and the other expenses of a school, and then had a right in the property and to school privileges in proportion to the amounts contributed.

REVIVAL OF FREE SCHOOLS.

From 1820 up to 1827, there were signs of a gradually growing discontent with the paucity of educational advantages. The legislature, in 1820, called for information from the towns with reference to public schools, and could only get the statement that there were none except in Providence and to a very slight extent in Newport. In 1821 it appointed at its February session a committee to prepare and report a bill establishing free schools. The committee dallied with the subject for a year, and nothing came of it. But, as Newport desired to educate her poorer population, liberty was given her in June, 1825, to raise a tax of $800 "for educating the white children of the town not otherwise provided with the means of education." In May of the same year an act for raising a school fund for the State by lotteries was received and referred to the next session, in which, happily, it died. All these things showed a growing sense of the need of legislative action in favor of free schools, and in 1827 this was strengthened by memorials from several towns respectfully calling for such action. Accordingly, a bill for the establishment of a school system was introduced, appropriating $10,000 yearly from the State funds for free schools; allowing towns to supplement their portion of this sum by an annual tax agreed on at the town meeting, and requiring them at this meeting to appoint a school committee of 5 to 21 persons, who should make rules and regulations for the schools, appoint the teachers for them, visit them every 3 months, and generally superintend them, reporting to the town meeting every year. Only 2 members seem to have opposed the bill, and under the earnest advocacy of Mr. Joseph L. Tillinghast of Providence, Mr. Dixon of Westerly, and Mr. Potter of South Kingston, it passed the house at the January session of 1828, met with a favorable reception in the senate, and became a law.

From that time free schools have been the rule throughout the State,* and within little more than 5 years from the passage of the law a committee appointed to make inquiry as to the results was able to report 323 public schools in operation for sessions of 3 months to a year, employing 375 teachers, and instructing 17,034 pupils; while 118 private school teachers had under them 3,403 pupils in schools which, the committee said, were substantially continuations of the public schools by individual subscriptions.

MODIFICATIONS AND IMPROVEMENTS.

Free schools being thus once more established, all that was needed was to make them as respectable and good as circumstances would permit. Attempts in this direction sometimes proved failures, sometimes were real advances on what went before.

Of the former class was a change in the mode of distribution of the school money of the State, which prevailed from 1832 to 1845, and which, instead of going on the first plain basis of the number of inhabitants under the age of 16, went on the complex one of the number of white children in a town under 15 years of age, the number of colored children under 10 years, and five-fourteenths of all between the ages of 10 and 24, excepting Narragansett Indians.

Of the latter class have been: (1) An increase of the State appropriation to its schools from the $10,000 annually of the law of 1828, to $25,000 by a law of 1839, to $50,000 by a law of 1854, and to $90,000 in the general statutes of 1872. (2) The appointment of a State school agent in 1843 to visit and inspect the public schools, with a view to the improvement of their management and methods, and the raising of this agent to the commissionership of public schools in 1845, with a continuation of the office of commissioner till now. (3) A provision, also in 1845, for advanced instruction in the public schools where circumstances called for it. (4) A like provision, at the same date, for the formation of public school libraries accessible to all the inhabitants in any town, as well as to the teachers and pupils in the schools. (5) The establishment, in 1854, of a State normal school† to succeed two previous enterprises in that direction: first, a normal department in Brown University, established in 1850, and next, a private normal school set up in 1852, in Providence, under the same instructor as the former, with associates. (6) The institution, in 1870, of a State board of education, to aid the State commissioner with its counsels, and to have a general supervision and control of all

*It is said intentionally that they have been the rule, not that they have been universal, for, though called free in the law and meant to be such, it appears from Mr. Potter's reports that in many of the towns the State and town appropriations were insufficient, and that consequently rates were levied until a comparatively late period.—(See p. 81 of Education in Rhode Island.)

†This school was abolished under a mistaken impulse of economy in 1865, but was restored through the influence of Mr. Bicknell in 1871, and has done a good work in preparing improved teachers for the schools.

State schools, electing also annually the State commissioner. (7) The extension, in the revised law of 1872, of the term of school committees from 1 year to 3, with a provision for the changing of one-third of them each year. (8) The arrangement, in the same law, for the election of a school superintendent by each town, or, failing this, for the appointment of one by the school committee. (9) The requirement from the town school officers of reports as to the schools committed to their care; by the law of 1839, to the secretary of the commonwealth, and by those of 1845 and 1872, to the State school commissioner. (10) The encouragement of teachers' institutes, provided for in the law of 1845, and aided with $500 annually from the State by the revised one of 1872.

Besides these legal advances and improvements, there have been some coming from voluntary action, prominent among which was, first, the great influence for good of the meetings and papers of the Rhode Island Institute of Instruction from 1845; next, the kindred and aiding influence of three successive excellent school journals, beginning with 1845 and continued till the close of 1874.

There is no institution for special instruction belonging to the State. The deaf and dumb and the blind who need instruction are cared for by the State in institutions at Hartford, Conn., and Boston, Mass. A reform school for boys is sustained by the city of Providence.

The agricultural and mechanical college of the State forms the scientific department of Brown University, Providence.

SUPERVISION.

The State has been happy in its chief school officers. At least four of them have been men of much more than common mark. Mr. Henry Barnard — since Dr. Barnard, and first United States Commissioner of Education — brought to his work of State school agent, 1843–'45, and to that of State commissioner of public schools, 1845–'49, a large educational experience and information, and a great power of influencing and moving men. The Hon. Elisha R. Potter, who succeeded him, 1849–'54, was a lawyer of large culture and ability, and was thus able substantially to settle for Rhode Island the much vexed question of religion in the schools, with which other States have been often greatly agitated. Their successors, of whom two achieved also a lasting reputation, while all are well known as honorable men, have been Rev. Robert Allyn, 1854–'57; John Kingsbury, (long president of the Rhode Island Institute,) 1857–'59; Dr. Joshua B. Chapin, 1859–'61; Henry Rousmiere, 1861–'63; Dr. Chapin again, 1863–'69; Thomas W. Bicknell, 1869–'75; Thomas B. Stockwell, 1875–'76.

ELEMENTARY INSTRUCTION.

IMPROVEMENT IN METHODS OF TEACHING.

The commissioner thinks that the character of the work performed in the schools in 1875–'76 has been unequaled in the past; that the schools were never in so progressive a condition as at present; and that the nature and extent of the work done in them was never so satisfactory.

Certain points are especially mentioned in which improvement has been made; among them are the character and style of reading in the schools. Reading is made more of a study on the part of both teacher and pupil, and thus it is changed from a mere pastime or mechanical performance into an exercise productive of a genuine culture. The various exercises which have been given by distinguished elocutionists at the sessions of the State Teachers' Institute have awakened a very general attention among the teachers, and they are beginning to realize the extent of this field as never before. Reading as the expression of thought is now the objective point, and the pupil's mind is directed to that end.

Geography is another study in which a few years have made great changes in the mode of instruction. Map drawing is now regarded as the best test of the pupil's knowledge of locality, of relative position, and of general form. Moreover, it is not now considered necessary for a child to know the geography of the eastern continent with the same minuteness as the western, and the questions of relative value and significance are allowed to determine what shall be taken and what left.

Another step in advance is seen in the manner of teaching grammar. Grammar as a science is giving way to language as an art. Attention is more generally given in the mixed schools and those of the intermediate and lower grammar grades to the art of expression than to the science of construction. Pupils are taught *how* to say what they wish rather than *why* it should be said thus, the latter work being left for the time when their minds shall be better fitted to discuss such questions.—(Report of State commissioner, 1875–'76, pp. 63–67.)

FINANCES.

The financial exhibit for the year is considered quite satisfactory. The decrease in expenditures is mainly in incidentals and in sites and buildings. There have been fewer new buildings erected than for a number of years; but, as several of these are in

Providence, the total cost is swelled to quite an amount. Even there, however, the cost of a building for a graded grammar school is reduced more than one-half, while in other parts of the State there has been a disposition to put off expenditures of this kind to a more convenient day. The increase in the cost of instruction is due, first, to the greater length of the school year; second, to the greater permanence of teachers, who from that cause have in some cases received a slight increase of pay; and, third, to the establishment of a larger number of graded schools, making necessary a greater number of teachers.—(State report, 1875–'76, pp. 81–83.)

EVENING SCHOOLS.

The decrease in attendance at evening schools would have been much less had it not been for fires at Woonsocket, by which the day schools were compelled to occupy quarters usually devoted to the evening schools. And yet there is not that degree of interest throughout the State in this branch of the work which its importance demands. While in many towns evening schools have so far won their way as to obtain recognition and to become an integral part of the system, in other communities (and some of them the most populous and important ones) they are turned off without the slightest consideration. Throughout the State there has been a decrease of 24 such schools within two years.—(State report, 1875–'76, pp. 83, 84, and statistical returns.)

FREE PUBLIC LIBRARIES.

Since the passage of the act in relation to free public libraries, giving them State aid under such rules and regulations as the board of education should prescribe, a great addition has been made to the available means of diffusing useful knowledge among all classes. During the past year 8 libraries have received State aid, 4 of them to the amount of $125 each, and the remaining 4 only $50 each. The maximum amount of aid from the State for any one library during any one year has been fixed at $125.—(State report, 1875–'76, pp. 17, 18.)

NEED FOR AN INDUSTRIAL SCHOOL.

Several towns have taken the proper steps, under the State law, to enact a suitable truant ordinance, but in each case they have met the insuperable obstacle of a lack of any proper place for the reception and training of their truants. The law, then, can be of no effect until the State shall establish for their use an industrial school such as it provides they shall be sent to. This school, says the commissioner, should be a home for the children, formative rather than reformative, in which life shall be made to correspond, as far as circumstances will admit, to the home life of the average child. The aim of the school should be, first, to provide each pupil with a good elementary education; and, secondly, to equip him with the means of acquiring a livelihood. The industrial element, should be a recognized part of the instruction of the school, and the objective feature of the labor the acquisition by the pupil of exact knowledge of a trade rather than the profitableness of his work to the institution.

The subject of class instruction in actual labor in the various trades and branches of applied art is in its infancy. What is feasible and what is not is a question to be settled only by trial. The general problem has had very great light thrown upon it by the exhibition at the Centennial of the work of the technical schools of Russia. These schools claim that instruction can be given by the class system in the different departments of the mechanic arts. If this be so, the great question is settled, and it only remains to decide what trade or trades will be most suitable, all the circumstances and conditions being taken into account.—(State report, 1875–'76, pp. 100–105.)

ILLITERACY AND ITS CURE.

The people are being aroused to at least a partial appreciation of the magnitude of the question involved in the figures of the late census. Out of a population of 205,101 of the age of 10 years and over, there are 24,168 who are unable to write their own names, while of this number only 7,941 are able to read at all; that is, one person in every 8.48 of the population cannot write his name, and one in every 13.84 can neither read nor write. Moreover, while the population has increased about 40 per cent., illiterates have increased over 63 per cent.; and out of a school population of 53,316, who should all be accounted for at some school, at least 8,000, (or one in every 6.5,) and probably more, are not in attendance upon any school, either public or private, or subject to any instruction, but are, most of them, employed in various manufacturing establishments. More than 82.5 per cent. of this illiteracy and this labor of children in shops, it is estimated, is furnished by the French-Canadian and Irish elements of the population.

This condition of affairs, it is believed, results chiefly from the fact that Rhode Island is the only State in New England that does not make the attempt at least to enforce the educational rights of minors. Practically an asylum is here offered to every mercenary parent who is willing to barter the precious opportunities of his children's earlier years for a few paltry dollars. On either side stand Connecticut and Massachusetts

saying to their citizens, "You cannot place your children at work unless you first give them at least 12 weeks of schooling;" while Rhode Island virtually says, "Come, you may place your children at work as early and keep them at it as long as they can perform the least labor." True, a law has been in existence in the State for more than 20 years forbidding the employment in any manufacturing establishment of minors under 12 years of age and of all under 15 unless they shall have attended school for a term of at least 3 months the previous year, and imposing a fine of $20 on all employers and parents who shall knowingly and wilfully violate the law. Being in advance of public sentiment, this law has been practically a dead letter. To make it efficient two amendments are required: (1) The words "knowingly and wilfully" must be stricken out, since their effect is to render conviction almost impossible; and (2) some person or persons must be clothed with the power and the duty of making such regular inspection as shall disclose all cases of infringement and of instituting the necessary legal measures to secure compliance. With these changes in the law, the commissioner believes that the amount of absenteeism may be so diminished as to render its complete extinction possible.—(State report, 1875–'76, pp. 92–99.)

CITY SCHOOL SYSTEMS.

NEWPORT.

Officers.— A school committee of 12 members elected for terms of 3 years, part going out each year, and a city superintendent appointed by the school committee.

Statistics.— Population of the city, 14,028; children, (5–16 years of age,) 2,807; enrolment in public schools of children under 6 years, 93; between 6 and 16 years, 1,818; over 16 years, 195; total enrolment, 2,116. Estimated enrolment in private and parochial schools, 656. Average daily attendance in public schools, including evening schools, 1,802. Number of teachers, 51. Salaries of teachers, $400 to $3,500 annually. Number of days the schools were taught, 195. Estimated value of property used for school purposes, $203,406. Expenditures for school purposes, $63,675.

Remarks.— Gradation in every department, from the subprimary to the senior class of the Rogers High School, now prevails. Scholars of the graduating class of 1876 have passed through every grade by required examination. The teachers believe that better order prevails in the schools than in previous years; but few cases requiring severe discipline, and only two cases of expulsion have occurred.

The evening school, on Clarke street, in point of interest, was more successful the last year than during any previous one. The school is graded, the several departments being primary, intermediate, grammar, and book-keeping. The school opened with 91 pupils and closed with 214 on the roll. The other evening school does not show so large a number enrolled, but those who were interested in learning were very regular in attendance.

The Rogers High School continues to attract the attention of persons advanced in scholarship, whose lives have been devoted to literature and science. They visit it frequently, encouraging its methods, recognizing the necessity of such an institution, and from knowledge, placing it beside similar schools of our own and foreign countries, with most favorable comparison. Classical and scientific studies are particularly regarded as a basis of education, but equal thoroughness is required in French, German, moral philosophy, political economy, English literature, composition, declamation, drawing, music, &c., while reviews in previous school work covering the requirements to enter the school are of frequent occurrence. The number of pupils enrolled was 20 per cent. more than that of the previous year. Half the members of the graduating class had been in special courses.—(State report, 1875–'76, appendix, pp. 33, 93, 95, and return to Bureau of Education.)

PROVIDENCE.

Officers.— A school committee of 6 from each of the 10 wards, elected for terms of 3 years, one-third going out of office each year, and a city superintendent of schools, appointed by the committee.

Statistics.— Population of the city, over 100,000; children of school age, 19,177. The number of pupils registered during the first 5 months of the school year was 11,713, of whom 439 were received into the high school, 3,286 into 11 grammar schools, 2,725 into 31 intermediate schools, and 5,263 into 36 primaries. During the latter half of the year 11,430 pupils were registered. Of these, 394 were received into the high school, 3,196 into the 11 grammar schools, 2,686 into 32 intermediate schools, and 5,154 into 36 primaries. Whole number enrolled in public schools, 13,240; in private and parochial, 4,141.

Remarks.—The school committee report that the gradation and classification of the schools have now been brought very near perfection. The subject of the ventilation of the school buildings is receiving careful attention, there being several in the city so ill ventilated as to be dangerous places of confinement. Vacation schools were maintained during the summer, and did a good work. The 7 evening schools which were in successful operation during the winter had an enrolment of 2,110 pupils, and an

average attendance of 970. The course of instruction in the high school comprises 3 departments, the classical, English and scientific, and girls' department.—(Report of school committee, 1875–'76, Daniel Leach, superintendent, and return to Bureau of Education.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The object of this school is to enable those who are to teach to prepare for their work. A two years' course of study has been prescribed by the board of education. Graduates of high schools usually finish the course in less than two years. All candidates for graduation must pass a satisfactory examination in writing in the prescribed studies. An advanced course in Latin, Greek, French, German, mathematics, and natural science has been authorized.—(Circular for 1876.)

The year 1875–'76 was one of marked success in work, both in the thoroughness of the instruction given and in the earnestness of the pupils. More was accomplished in some departments than during any preceding year. It has been the main aim to secure a thorough knowledge of the studies ordinarily pursued in the common schools and skill in teaching such studies according to the natural method. During the past year, more than ever before, instruction has been given in those branches which are of great value in themselves, and which directly aid in the acquisition of the ordinary common school branches. The instruction in elementary drawing was more complete and satisfactory than ever before, and the lessons upon plants were much more extensive and thorough.

The standard of admission has not been materially changed, but the requirements for graduation have been increased, so that now the normal diploma means much more than formerly, and as much as that of any similar school in the country. Number of pupils in attendance, 144. Of these, 13 had previously taught.—(State commissioner's report, 1875–'76, pp. 26, 39.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

During the past year the attention of the people has been called in various ways to the subject of the so called "higher education" and "high schools." Such schools have been the target for many attacks, both on the part of those who are unable to avail themselves of their advantages, and of those who, though able, choose other means of giving to their children the proffered culture. It is believed, however, that with all the agitation of the subject, there has been a steady growth in the right direction throughout the State. The number of towns where the opportunities for securing this broader education are more or less completely provided is constantly increasing. The means by which these results are accomplished are varied, being determined largely by circumstances. In some places it is by the wise addition of certain studies to the curriculum already existing, while in others a new grade is formed. In general, it is believed, there is a growing disposition on the part of those who have the interests of the schools in charge to render them better fitted to produce truly educated men and women than they have proved heretofore.

The number of towns which this year report high schools, or schools of an equal grade, either public or private, is 14. They are Providence, Newport, Bristol, Barrington, East Greenwich, East Providence, Hopkinton, Lincoln, New Shoreham, Pawtucket, Scituate, Warren, Westerly, and Woonsocket. At the last named place a new and beautiful building for the high and grammar schools was erected in 1876. The high school here has 3 courses, one called the collegiate, intended to fit pupils for college; another called English and classical, embracing some French and Latin; and a scientific course, wholly English. At Providence there is a classical course, an English and scientific, and a girls' department, which embraces Latin. In the Rogers High School, Newport, there is a general course of 4 years, apparently the same for all in the first year, but with classical and scientific divisions in the 3 succeeding years.

Statistics as to enrolment and attendance in the high schools are greatly lacking.—(State report, pp. 89–91, 145, and city report of Providence for 1875–'76, with first report of Rogers High School.)

PRIVATE SECONDARY SCHOOLS.

In 4 schools for girls, and 3 for both sexes, outside of the public school system, there have been reported to this Bureau 358 pupils, under 44 teachers. Of these, 107 are in classical studies, 109 in modern languages, and 14 preparing for a classical course in college. Drawing is taught in 4 of these schools, vocal music in 6, and instrumental music in 5. A chemical laboratory is reported by 1, philosophical apparatus by 2, and libraries of 500 to 3,000 volumes by all, the number of volumes aggregating 8,400.—(Returns for 1876.)

PREPARATORY SCHOOLS.

Five preparatory schools report a total of 44 teachers and 253 pupils. Of the pupils, 217 were preparing for classical courses, and 36 for scientific. Four report chemical

laboratories and apparatus for the illustration of natural philosophy; 1 has a gymnasium, and 4 have libraries of from 500 to 2,500 volumes, and aggregating 4,600.

BUSINESS COLLEGES.

Three business colleges report a total of 19 teachers and 666 students. Four of the pupils were studying phonography and 5 telegraphy. The common English branches, penmanship, and book-keeping were taught in all; banking and commercial law in 2, and life insurance, phonography, and telegraphy in 1. Two report libraries of 150 and 3,000 volumes.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

Besides the classical, philosophical, and special courses, departments of practical science have been established 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.

The course for the degree of A. B. will hereafter be somewhat modified, so as to allow the student a wider selection of studies. There are 3 parallel courses of instruction of candidates for the degree of Ph. B., each extending through a period of 4 years. Two of these include classical studies; the third omits them and substitutes a larger amount of scientific studies.

Among the various forms of aid offered to students there are about 100 scholarships, the capital of 60 of them being of $1,000 each. There is also a fund of something over $8,000 which was given to the university by two of its friends. The income from it is applied, either by loan or by gift, to the assistance of deserving young men of limited means.—(Catalogue, 1876–'77.)

SCIENTIFIC INSTRUCTION.

BROWN UNIVERSITY.

The national grant for the benefit of agriculture and the mechanic arts was given to Brown University, and the fund of $50,000 which has accrued from this grant is by agreement on the part of the university devoted to the education of scholars, each at the rate of $100 a year, to the extent of the entire annual income. Appointments to these scholarships are made, on the nomination of the general assembly, by the governor and secretary of state in conjunction with the president of the university.

The instruction in agriculture embraces zoölogy and comparative anatomy, illustrated by specimens from the museum of natural history, with field excursions for practical instruction in obtaining and preserving specimens and in taxidermy.—(University catalogue, 1876–'77.)

Brown University provides also a regular course in civil engineering of 3 years. The first year is mainly preparatory. Students desiring admission to this course are subjected to an examination on the same amount of mathematics as is required of candidates entering for a degree.

Besides the above, there is a course in chemistry as applied to the arts, embracing first analytical chemistry and then its practical applications.—(Catalogue for 1876–'77.)

* *Statistics of Brown University and scientific school*, 1876.

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...	16	3	0	219	$1,500,000	$718,753	$46,094	$27,629	$0	$83,816	46,000
SCHOOL OF SCIENCE.											
Agricultural and scientific department, (Brown University.)	(a)	....	0	32	.....	50,000	3,000	.....	.....	.....	.....

a Reported with classical department.

SPECIAL INSTRUCTION.

PROVIDENCE REFORM SCHOOL.

This is an institution under municipal management for the literary, moral, and industrial training of children who need restraint and reformation as well as instruction. The number of inmates at the close of 1876 was 218, of whom 182 were boys and 36 girls. During the year 120 were committed and 134 discharged.

The school hours are from 5 to 7, morning and evening, and the studies are reading, writing, spelling, arithmetic, geography, and history.

In the industrial department the boys are taught cane seating and the girls sewing, and about one-eighth of the annual expense of the institution is paid by the work done.

There is a library of about 2,000 volumes, with an increase of some 50 volumes a year. About 75 per cent. of those discharged are believed to have become useful members of the community.—(Report for 1875 and return for 1876.)

EDUCATIONAL CONVENTIONS.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The annual meeting of the Rhode Island Institute of Instruction was held at Providence January 13, 14, 15, 1876. On the morning of the 13th the city schools and the State normal school were thrown open for the inspection of teachers and friends of education from abroad, affording an unusually good opportunity for observation and examination of methods and results.

Papers were read and addresses delivered by Prof. J. L. Dinman, of Brown University, on "Spanish artists;" by Mrs. Maria T. Richards, on "Milton;" by President Chadbourne, of Williams, on "The school room and the world;" by David W. Hoyt, president of the institute, congratulatory; by Hon. T. B. Stockwell, commissioner of public schools, on "The Centennial;" by William A. Mowry, of Providence, insisting that the schools should teach the principles of our Government and the duties of American citizenship; by Rev. C. J. White, of Woonsocket, on "The better education of the masses, and how to secure it;" and by J. Milton Hall, of Providence, on "What should be taught in geography." Brief addresses were also delivered by his excellency Governor Lippitt, his honor Mayor Doyle of Providence, Rev. C. J. White of Woonsocket, Hon. N. Van Slyck, Rev. H. W. Rugg, president of the Providence school committee, and by Hon. T. B. Stockwell, commissioner of public schools.

Governor Lippitt said that the education of the masses is necessary to the safety of the nation, and lies at the foundation of the prosperity of the country; and that every boy and girl should have the means of a good common school education, and he further expressed himself as in favor of the enactment of a compulsory school law.

The papers and addresses were followed generally by interesting discussions, and the exercises were varied by singing and the reading of selections. In the primary department exercises were given in object teaching, and in methods of teaching reading, arithmetic, and other studies, all of them conducted by women.

This session of the institute was the largest, best attended, and most interesting one ever held in the State.—(New-England Journal of Education, January 23 and 29, 1876.)

MEETINGS OF SCHOOL SUPERINTENDENTS.

The regular quarterly meetings of the town superintendents of public schools were held in January, March, June, and September, 1876, at the office of the State commissioner of public schools, Providence. Some of the questions discussed at these meetings related to language and grammar, the indispensable qualifications of a teacher, what can be done for the moral and religious condition of our common schools, and what means can be adopted to secure a better observance of the laws of this State relating to the employment and schooling of children.—(New-England Journal of Education for January 15, June 24, March 25, and September 16, 1876.)

LIST OF SCHOOL OFFICIALS IN RHODE ISLAND.

Hon. THOMAS B. STOCKWELL, *commissioner of public schools, Providence.*

STATE BOARD OF EDUCATION AND TRUSTEES OF STATE NORMAL SCHOOL.

Name.	Term expires.	Post-office.
His excellency Henry Lippitt, governor, ex officio, president		Providence.
Henry T. Sisson, lieutenant-governor, ex officio		Little Compton.
Samuel H. Cross	June, 1879	Westerly.
Thomas H. Clarke	June, 1879	Newport.
Charles H. Fisher, M. D	June, 1878	North Scituate.
Rev. George L. Locke	June, 1878	Bristol.
Rev. Daniel Leach	June, 1877	Providence.
Ezra K. Parker	June, 1877	Summit.
Thomas B. Stockwell, commissioner of public schools, ex officio secretary.		Providence.

List of school officials in Rhode Island—Continued.

SUPERINTENDENTS OF SCHOOLS.

[Term, 1876–'77.]

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	25 00
Bristol	Robert S. Andrews	Bristol	400 00
Burrillville	Dr. Bruce	Burrillville	200 00
Charlestown	William F. Tucker	Shannock Mills	50 00
Coventry	E. K. Parker	Summit	
Cranston	James W. Bullock	Cranston	165 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	Robert B. Richmond	Wyoming	Not fixed.
Foster	Richard G. Stone	Foster Centre	
Glocester	Rev. Mowry Phillips	Harmony	90 00
Hopkinton	Rev. S. S. Griswold	Hopkinton	†2 50
Jamestown	William H. Gardner	Jamestown	5 00
Johnston	William A. Phillips	Olneyville	200 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	None.
New Shoreham	Giles H. Peabody	New Shoreham	25 00
North Kingstown	Daniel G. Allen	East Greenwich	100 00
North Providence	William W. Wright	Centredale	50 00
North Smithfield	Rev. Stephen Phillips	Woonsocket	100 00
Pawtucket	Andrew Jencks	Pawtucket	1,000 00
Portsmouth	George Manchester	Newport	25 00
Richmond	Rev. Gilbert Tillinghast	Wyoming	100 00
Scituate	William H. Bowen, M. D	Rockland	140 00
South Kingstown	Azel Noyes	Kingston	†3 00
Smithfield	Samuel W. Farnum	Georgiaville	50 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 and expenses. † Per diem.

SOUTH CAROLINA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
White youth, (6–16)	85,566	85,678	112	.....
Colored youth, (6–16)	153,698	152,293	.....	1,405
Total of school age	239,264	237,971	.....	1,293
Whites attending school	47,001	52,283	5,282	.....
Colored attending school	63,415	70,802	7,387	.....
Total number attending	110,416	123,085	12,669	.....
TEACHERS AND THEIR PAY.				
Teachers: men, 1,773; women, 1,082	2,855	.....	.....	.....
Teachers: men, 1,914; women, 1,154	.....	3,068	213	.....
White teachers	1,876	1,981	105	.....
Colored teachers	979	1,087	108	.....
Average monthly pay of men	$31 64	$30 40	.....	$1 24
Average monthly pay of women	29 21	28 86	.....	35
SCHOOL DISTRICTS AND SCHOOLS.				
School districts	428	427	.....	1
Public schools	2,580	2,776	196	.....
Average length of school in days	100	90	.....	10
Public school-houses	2,347	2,465	118	.....
Erected during the year	118	118	.....	.....
Valuation of school-houses, (about)	$313,290	$326,063	$12,773	.....
INCOME AND EXPENDITURE.				
Receipts.				
State school appropriation	$240,000	$202,662	.....	$37,338
Poll tax	63,443	62,250	.....	1,193
Local or school district taxes	130,721	146,494	$15,773	.....
Peabody educational fund	.....	*3,850	3,850	.....
Other sources	55,378	42,004	.....	13,374
Total	489,542	457,260	.....	31,282
Expenditures.				
For teachers' salaries	$369,685	$377,920	$8,235	.....
For building and repairing school-houses	15,863	17,506	1,643	.....
For other purposes	40,915	28,445	.....	$12,470
Total	426,463	423,871	.....	2,592

*No appropriation from that fund appears to have been made for 1874–'75. The figures in the Peabody report for 1876 indicate an allowance for the year of $5,000 to this State, but all may not have been paid over at the date of this report.

(Reports for 1874–'75 and 1875–'76 of Hon. J. K. Jillson, State superintendent of education, pp. 5–12, with return for 1874–'75.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Barnard's Common Schools and Public Instruction, 1873; Cooper's Statutes of South Carolina, vol. 2, pp. 342–346, 389–396; vol. 5, pp. 639–641; McCord's continuation of the same work, vol. 6, pp. 50, 197, 225–229, 378, 529–530; Constitution of 1868; Reports and School Laws from 1870.

COLONIAL BEGINNINGS.

As early as the 8th of April, 1710, "An act for the founding and erecting a free school for the use of the inhabitants of South Carolina" was passed by the colonial assembly. This act provided for a board of commissioners to carry it into effect, to be a body politic and corporate with perpetual succession, and with power to hold property, to take up lands by grant for such a school, or purchase them, at their discretion, "for the use and conveniency of the several masters and teachers;" to build upon the same a school-house, dwelling houses, and outbuildings; to appoint a master under the title of "preceptor and teacher of grammar and other the arts and sciences to be taught in the school for the province of South Carolina;" to prescribe rules for the school, and to have power to visit and inspect it, redressing all disorders, and dismissing or suspending, for due cause, any one employed in it. An usher might be appointed to assist the master, if the commissioners thought fit, and a fit person to teach writing, arithmetic, and merchants' accounts. All gifts and legacies formerly bestowed for the use of a free school for the province were by the act given to the school thus prepared for, and, with the lands and buildings secured for it, were to go toward its support.

December 12, 1712, this act was repealed, and another, making essentially the same provisions, with some additional ones, was passed, locating the school at Charleston, and assigning a master to it, but giving the commissioners power to nominate and appoint his successors, with only the limitations that they must be members of the Church of England, competent to teach Latin and Greek, and to instruct youth in the principles of religion as professed in the church of which they must be members. Persons contributing within seven years £20 toward the founding of the school were to have power to nominate a pupil to be "taught free" in it for the space of five years after such gift, and every additional £20 up to £400 carried with it the same privilege. In consideration of having the use of the lands and buildings, and a salary of £100 per annum, the master was to teach freely and without any manner of fee or reward whatever over and above the free scholars on the £20 basis, any number of scholars, not exceeding twelve, to be nominated and appointed by the commissioners. For any scholar beyond the free ones thus provided for the master was to have £4 per annum from the parent or guardian.

In case of need, the commissioners might appoint an usher at a salary of £50 per annum, with 30 shillings per annum additional out of the master's £4 for every pay scholar he might have to teach. A teacher of writing, arithmetic, and accounts was again provided for, but with the addition that he must also be able to teach navigation, surveying, and other mathematical branches. He, too, was to have £50 a year, with additional fees for each pay scholar taught, these rising, according to the branches of instruction, from 30 shillings to £6 a year.

As a further encouragement to general education, the same act authorized the payment from the public treasury of £10 annually toward the support of any teacher settled or to be settled in any parish of the province, and approved by the vestry of the same, together with £12 towards the building of a school-house. On this slender basis several schools similar to the above, but probably of smaller proportions, are said to have been established.

EARLY STATE FREE SCHOOLS.

On the 21st of December, 1811, the general assembly of the State enacted that immediately after the passage of the act there should be established in each election district of the State a number of free schools equal to the number of members which such district was entitled to send to the house of representatives in the State legislature. In each of these schools were to be always taught the primary elements of learning, reading, writing, and arithmetic, with such other branches of education as should be from time to time directed.

Any citizen of the State was to be entitled to send child or children, ward or wards, to any such free school in the district where he or she might reside, free from any expense whatever, on account of tuition. But where more children should apply for admission than could be accommodated in a school, preference was always to be given to poor orphans and the children of indigent parents.

For the support of each of these free schools $300 annually was to be paid out of the State treasury till other sufficient funds should be by law provided. For their management there were to be appointed by the legislature from 3 to 13 commissioners in each election district, to continue in office for 3 years or till their successors should be

appointed. The commissioners were to designate each school by name or number, and to give their orders for the public money according to such designation; were to keep them open for an annual session of 12 months if possible; if not, for as long a session as the funds allowed them would permit; might make them peripatetic if circumstances should require it; and might unite them with any already established schools within their district, if that would better promote the purposes of the act. An annual report respecting them was to be made to the legislature.

In 1815, $37,000 were appropriated for the support of these free schools, and commissioners were authorized to draw on unexpended balances, an authority renewed in 1816. But in 1819 this liberty was restricted to such as should have made returns to the legislature according to law. Still further guards were added in the years 1822 and 1823, when a fine of $50 was imposed on all members of boards of commissioners who should fail to make returns, while they were also made liable, individually and collectively, for any sums of money not accounted for in their returns. In the same year $37,000 again appear as appropriated to free schools, with authority to draw on unexpended balances; but finally such balances were ordered to be retained in the State treasury if not drawn upon within two years from the time of appropriation. December 19, 1835, commissioners who should refuse to serve were ordered to be fined $20 for such refusal, and any who should neglect to meet their fellow commissioners without sufficient reason or excuse were to be fined $5 for each offence, such fines in all cases to go to the free schools of their districts. At the same date a division of their duties was provided for, one commissioner being given the superintendence of a school division in his district or parish, with $20 to $50 penalty for neglect of duty or abuse of powers, the same penalty being imposed on each member of a board that should as a board neglect the duties imposed on it by the State. They were also at this time forbidden to appoint teachers without such examination as should give assurance of their qualification. And each board was directed to appoint 3 trustees for each school in its district or parish, such trustees to aid the commissioner in supervision of the school and to recommend applicants for admission.

These enactments in their succession plainly show that the State was among the earliest to establish really free schools, that she was ready to do her duty as to the support of them, and that she meant to have the officers whom she appointed for the care of them do their duty also in the premises. The amount which appears to have been appropriated for them shows, however, that not more than 123 of them could have existed unless other than State funds were allotted to their maintenance, while concurrent statements from various quarters make it pretty sure that they were few, and that their influence on the white population, for whom alone they were intended, was comparatively circumscribed. This probably was due in some degree to the largeness of the estates in all the low country and to the consequent sparseness of the white population there; in some degree also to the fact that family schools on the plantations could be generally afforded by the planters, and were hence generally kept and made quite good. But the main reason seems to have been that the fact of the free schools having primary reference to the education of the poor kept others very much from entering them, and confined them largely to the whites of lower class.

STEPS TOWARD A BETTER SYSTEM.

In 1843, and again in 1846, and subsequently, Mr. Henry Barnard, of Connecticut at the request of Governor Allston and others, set forth a scheme for public schools avowedly open to all classes, and meant for the children both of rich and poor, having all the recommendations of good school-houses, classified studies, and intelligent and constant supervision. The scheme was received with favor by the gentlemen to whom it was addressed, but was too far in advance of public feeling at that time for adoption by the State at large. Under the lead, however, of Hon. C. C. Memminger and Jefferson Bennett, two large minded citizens of Charleston, a public school on this basis was opened in that city July 4, 1856, was followed by another of higher grade, and this by a normal school for female teachers for the State. These schools, by their pleasant buildings, excellent equipment, classified arrangement, and skilful instruction under teachers brought in from the North, were fast revolutionizing public sentiment in South Carolina when the fires of another revolution burst upon the State, December, 1860, and for the time swept schools and school laws quite away.

POST BELLUM SCHOOLS FOR ALL.

When the flames of war had been extinguished, and the reception of the Southern States again into the Union was proposed, a system of free education for all children, not only rich and poor, but also white and black, was made an indispensable prerequisite. South Carolina accepted the condition, and in her constitution of 1868 directed that the general assembly should as soon as practicable provide for a liberal and uniform system of free public schools throughout the State, making provision also for the division of the State into suitable school districts, one or more schools to be kept open at least six months in each year in every school district. The supervision of the

schools was directed to be given to a State superintendent of education, to be elected by the qualified voters of the State, and to a school commissioner to be chosen biennially by the people in each county, these county commissioners to constitute a State board of education, of which the State superintendent should, ex officio, be chairman. The means for supporting the school system were to come from an annual State tax on all taxable property in the State for school purposes, from a tax of $1 yearly on each head, and from the interest on a State school fund. A State normal school was to be established within 5 years, and provision was to be made for the support of institutions for the blind, for the deaf and dumb, and for juvenile offenders, as well as for an agricultural college and the State university. And all the public schools, colleges, and universities of the State, supported in whole or in part by public funds, were to be free and open to all the children of the State without regard to race or color.*

In accordance with these provisions, a school law was passed February 16, 1870, and somewhat modified March 6, 1871. This provided for the school officers directed in the constitution, and added to them a county board of examiners for each county, to be composed of the county school commissioner and of two other persons appointed by him. This board was to examine and license teachers for the county, and without a certificate from it or from the State superintendent no one was to be employed as a teacher in the public schools. It was also to appoint 3 trustees for every school district, to hold office for two years, assume the management of local educational interests, employ teachers, open schools, levy the needful district taxes for them, and make once in two years a census of the school population.

Under these laws, which have been since but little changed, the State school system was put in thorough operation, preliminary steps having been taken in 1869. In the first report of it, presented November 15, 1870, there were said to have been 630 public schools, with 734 teachers, 23,441 pupils, and $57,320 income from the State for the year ended October 31, 1869; while for 1870 there were, up to June 24th, 769 public schools, with 30,448 scholars, four counties not reporting. They have gone on increasing since to such an extent that the latest report gives 2,776 schools, with 123,085 children in them under 3,068 teachers, and an income of $457,260 from State tax, local taxes, the Peabody fund, and other sources.

The several State institutions provided for have also been put in more or less successful operation, with the exception of the reform school, and there appears to be a prospect of a fair school future for the State.

STATE SUPERVISION.

From 1868 till 1876 the Hon. J. K. Jillson has been State superintendent of education under the new system, and has shown himself a faithful and efficient officer. His first successor was Hon. John R. Tolbert, who claimed to have been elected in November, 1876. In the early part of 1877 he was succeeded by Hon. S. R. Thompson, to whom the position was adjudged.

ELEMENTARY INSTRUCTION.

STUDIES PURSUED.

From the political agitations in the State at the time of the preparation of Mr. Jillson's last report, we are left ignorant of some things we should have liked to be informed about. We have, however, the following clear intelligence as to the studies in the public schools and the numbers engaged in each: Alphabet, 15,185; spelling, 94,157; reading, 71,368; writing, 47,438; mental arithmetic, 35,445; written arithmetic, 33,037; geography, 30,482; English grammar, 17,433; history of the United States, 13,587; higher branches, 3,138.—(State report for 1875–'76, p. 10.)

SCHOOL-HOUSES.

Of the 2,465 school-houses reported, 819 are said to have been owned by school districts and 1,646 by other parties. During the year 1875–'76 there were 118 new ones erected, all which may be presumed to be in good condition. Including these, there were 1,445 reported good, 565 fair, 455 bad. Only 346 had grounds inclosed; 1,400 were of logs; 1,045 were frame; 19 of brick, and 1 of stone.—(State report for 1875–'76, p. 11.)

AID FROM PEABODY FUND.

From this most benevolent and admirably managed agency for encouraging and helping education at the South, $3,850 are said to have been received, the aid being distributed among 6 schools — 1 at Aiken, 1 at Greenville, 2 at Columbia, 1 at Sumter, and 1 at Yorkville. The amounts distributed indicate, according to the rules governing such distributions, schools regularly graded with from 100 to 450 pupils each, and these averaging 85 per cent.—(State report, p. 58.)

*Separate schools for white and colored children, though not apparently made obligatory by law, have yet been the rule, under the influence of a very general public sentiment, since the institution of the new system thus provided for.

DEFICIENT PAYMENTS TO SCHOOL OFFICERS.

As in 1875, the report of the State treasurer for the year ended October 31, 1876, showed a balance due on account of salaries of county school commissioners, this time amounting to $17,313.69 against $20,332.96 the preceding year.

Out of an appropriation of $90,000 for payment of similar deficiencies due prior to November 1, 1873, there is still an unpaid balance of $8,226.75, although $5,234.12 in excess of the appropriation were received from a special tax for it.—(State report for 1875–'76, pp. 57, 58.)

KINDERGÄRTEN.

A Kindergarten at Williamston, a department of the Williamston Female College, reports an attendance of 20 children taught by a principal and one assistant. The children are admitted between 5 and 10 years of age, and are kept in school 2 hours each day.

There was also a school of this kind maintained in 1876 in connection with the Holy Communion Church Institute in Charleston.—(Returns for 1876.)

CITY SCHOOL SYSTEM.

CHARLESTON.

Organization.— A board of school commissioners, one from each ward, with a city superintendent of schools appointed by it.

Statistics.— Population of the city in 1870, 48,956; children of school age in the year past, 12,727, of these 5,873 being white, and 6,854 colored; number of public schools, 5; attendance in these, 6,142, almost an equal number of white and colored. Teachers, all southerners except one, 89, of whom 10 were colored and 5 were males; third grade 12, second grade 53, first grade 24; average monthly pay of teachers, males, $121.66; females, $39.23; total amount of salaries paid them during the year, $46,291.55. Average number of months schools were in session, 10; receipts for school purposes in the year, $60,184.99; expenditures, $59,348.57.

Notes.—The school-houses, all owned by the city, and all having inclosed grounds, are 5 brick structures and 1 frame with brick basement. The valuation of them is $125,000. Of the 6,142 students in them, 617 were in the alphabet; from 3,760 to 5,525 in other primary branches; from 2,526 to 5,525 in those of grammar grades, and 353 in higher studies. The sources from which the city school funds were derived were a State appropriation and poll tax, amounting together to $11,621.70; a city tax of 1½ mills, yielding $42,000; an unexpended balance from last year of $1,954.15, and $4,609.14 from other unmentioned sources.—(Report of Rev. Joseph B. Seabrook, city superintendent, in State report for 1875–'76, pp. 15–17.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State normal school, at Columbia, organized in 1874, reports 2 resident instructors, 4 non-resident, and a course of study covering 4 years. Graduates who receive certificates here are authorized by law to teach in the common schools of the State without further examination. Tuition is free. Number of students not given.—(Return, 1876.)

NORMAL INSTITUTE.

The Avery Normal Institute, at Charleston, organized in 1865, reports for 1876 an attendance of 116 students in its normal department; graduates, 17. The course of study covers 3 years. Drawing and vocal music are taught.—(Special return, 1876.)

TEACHER'S INSTITUTES.

Four of these means for improving teachers, held in as many different counties, are reported by the superintendent for the year. At one held in Spartanburg County, 42 teachers were present. Of the attendance at the others no return was made.—(Report of State superintendent for 1875–'76, p. 20.)

SCHOOL JOURNAL.

The Carolina Teacher, a useful monthly, devoted to the educational interests of the State, was started in March, 1876, with the approbation of the State superintendent and the governor, and ran through nine numbers under the editorship of M. A. Warren, of Columbia; it then failed for want of due support.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent, in his annual report for 1875–'76, gives no information in respect to public high schools except the statement that 3,138 pupils in the public

schools were pursuing higher branches of knowledge. It appears from the Charleston report, included in the other, that of this number 353 were in the high school of that city. Whether any of the county high schools recommended in 1875 to be established have been put in operation is not stated.—(State report for 1875–'76, pp. 10–16.)

PRIVATE SECONDARY SCHOOLS.

In 4 schools for girls, and 6 for both sexes, outside of the public school system, there have been reported to this Bureau 1,102 pupils under 38 teachers. Of these, 137 are in classical studies, 15 in modern languages, and 97 preparing for a classical course in college. Drawing is taught in 2 of these schools, vocal music in 6, and instrumental music in 6. Chemical laboratories are reported by 2, philosophical apparatus by 1, and libraries of 50 to 1,000 volumes by 5, the aggregate number of volumes being 2,114.—(Returns for 1876.)

PREPARATORY SCHOOL AND DEPARTMENTS.

Four preparatory departments and 1 preparatory school report a total of 8 teachers and 211 students, of whom 100 were preparing for a classical and 86 for a scientific course.—(Returns for 1876.)

HOLY COMMUNION CHURCH INSTITUTE.

This school was opened in Charleston, in 1868, by the efforts of Rev. A. T. Porter, for the purpose of affording a good education, combined with careful moral and religious training, to white male children who by the war have been deprived of the means of obtaining such education, either through the loss or the impoverishment of parents. It has been sustained largely by the liberality of Christian friends in the Northern States. Though under the influence of the Protestant Episcopal Church, the school is open to all denominations. There is a full classical course, an English course, and a primary class.—(Catalogue, 1874–'75 and 1875–'76.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF SOUTH CAROLINA.

The university includes a law school, college classes, a preparatory school, and special classes. There are 124 beneficiary scholarships, established by the State in 1873–'74, which yield an income of $200 a year each. They are apportioned to the counties according to the number of representatives each county is entitled to in the general assembly, and are open for general competitive examination. When once assigned, the scholarships hold good for 4 years, or until graduation, unless forfeited through misconduct, an inferior grade of scholarship, or habitual neglect of duty. This law was framed to encourage higher education throughout the State by giving judicious help to worthy and ambitious scholars.—(Catalogue of university, 1875–'76.)

OTHER COLLEGES.

College of Charleston (non-sectarian) includes in its regular collegiate course the Greek, Latin, French, and German languages. Students not wishing to pursue the regular course are received for such special subjects as they may select, provided that not less than 3 be taken in any academic term.—(Circular.)

Erskine College, Due West, (Associate Reformed Presbyterian,) includes preparatory and collegiate departments, the former covering 2, the latter 4 years.—(Catalogue, 1874–'75.)

Furman University, Greenville, (Baptist,) comprises in its curriculum 9 separate schools, viz, (1) Roman language and literature; (2) Greek language and literature; (3) mathematics and mechanical philosophy; (4) natural philosophy; (5) chemistry and natural history; (6) logic, rhetoric, and the evidences of Christianity; (7) metaphysics; (8) English language and literature; and (9) modern languages. Tuition is free.—(Catalogue, 1875–'76.)

Newberry College, Walhalla, (Lutheran,) includes collegiate and preparatory departments. Latin, Greek, and German form part of the college course. The degree of A. M. is conferred in course on bachelors of 3 years' standing who have sustained themselves honorably in scholastic pursuits.—(Catalogue, 1875–'76.)

Wofford College, Spartanburg, (M. E. South,) includes collegiate and preparatory departments. The degree of A. M. is conferred on any A. B. who has been engaged in literary occupations since graduating.—(Circular, 1876.)

COLLEGES FOR WOMEN.

Three institutions for the superior instruction of women report a total of 27 instructors and 364 students, of whom 103 were in preparatory departments, 180 in regular studies, 2 in partial and 2 in graduate courses covering a period of 4 to 8 years. Vocal and instrumental music, French, and drawing are taught in all; 2 teach painting and 1 German. The libraries of these institutions number 750 volumes.

Statistics of universities and colleges, 1876.

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	5	1	.....	36	$30,000	$170,000	$12,000	$800	.....	$30,000	8,000
Erskine College	5	0	14	44	35,000	40,000	3,000	140	$0	60,000	5,500
Furman University	5	0	.....	73	75,000	200,000	14,000	.....	0	10,000	*a*2,700
Newberry College	6	....	66	35	10,000	.....	300	2,700	0	.....	*a*6,200
University of South Carolina.	13	0	95	89	500,000	.....	*b*1,200	0	42,100	*c*15,000	*a*30,000
Wofford College	8	....	36	74	100,000	.....	.....	.....	.....	.....	*a*4,500

a Includes society libraries. *b* Rents from land. *c* Appropriated by State.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural College and Mechanics' Institute, commonly known as Claflin University, Orangeburg, furnishes common English, agricultural and scientific, and classical courses. The agricultural and scientific course embraces, in addition to the higher English branches, mechanical drawing, plane trigonometry, chemistry, physiology, elocution, and declamation, mensuration, surveying, meteorology, chemistry of soils, zoölogy, and rural architecture.—(Report of the college, 1876–'77.)

THEOLOGY.

The Theological Seminary of the Synod of South Carolina and Georgia, at Columbia under the care of the general assembly of the Presbyterian Church, provides a course of study extending over 3 years, which covers the several departments of theological education. A fourth year's course is arranged for those who wish to extend their studies beyond the regular course.—(Catalogue of seminary, 1875–'76.)

The Southern Baptist Theological Seminary, at Greenville, has an elective course of study, to complete which requires always 3 and sometimes 4 or 5 years. There are 8 distinct and independent schools, the studies in each of which are completed in 1 year, with the exception of the Hebrew and Greek.—(Catalogue of seminary, 1875–'76.)

LAW.

The law department of the University of South Carolina has a 2-years' course of study of 9 months each. Tuition is free. Of the 12 students attending in 1876, 4 had received degrees in letters or science.—(Return, 1876.)

MEDICINE.

The Medical College of the State of South Carolina requires for graduation attendance upon 2 courses of lectures in addition to 1 year's previous study. The clinical advantages of the school are greater than ever before.—(Announcement, 1875–'76, and special return, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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.)	4	....	100	4	$10,000	$191,800	$11,508	$0	.....
SCHOOLS OF THEOLOGY.									
Southern Baptist Theological Seminary	9	....	67	3–5	25,000	.....	.....	.....	6,000
Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	5	....	25	3	32,000	140,000	.....	.....	18,907
SCHOOL OF LAW.									
Law School, University of South Carolina..	1	....	12	2	.....	0	0	0	.....
SCHOOL OF MEDICINE.									
Medical College of the State of South Carolina.	8	....	47	2	.....	0	0	2,500	.....

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind, at Spartanburg Court-House, temporarily suspended for lack of funds, resumed its exercises September 6, 1876, and reports an attendance of 25 pupils taught by 4 instructors. The average number of years spent by pupils in the institution is 6.

The State appropriation for the support of the institution for the fiscal year ended October 31, 1876, was $5,000, of which only $3,000 were received. An appropriation of $15,000 for it is recommended.—(State report, p. 21, and return for 1876.)

EDUCATIONAL CONVENTION.

STATE BOARD OF EDUCATION.

The annual meeting of this board was to have begun, according to law, Wednesday, October 4, 1876, but a quorum of members not appearing no meeting of the board was held. The State superintendent evidently attributes the non-appearance of members to the fact that no appropriation for travelling expenses of these gentlemen had been made by the preceding general assembly.—(State report, p. 21.)

CHIEF SCHOOL OFFICIAL.

Hon. S. R. THOMPSON, *State superintendent of education, Columbia.*

[Under the decision of the General Government to recognize the Hampton State government as the one legally elected in 1876, Hon. S. R. Thompson occupies the position of State superintendent of education, instead of Hon. John R. Tolbert, who claimed that he had been elected. No list of other schoo officers has been received.]

TENNESSEE.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age, (6–18)	426,612	434,131	7,519	
Enrolled in public schools	199,058	194,180		4,878
Average daily attendance	136,805	125,908		10,897
Per cent. of this on school population	32	28.87		3.13
Per cent. of this on enrolment	69	65.50		3.50
Enrolled in private schools in 66 counties.		31,416		
Average attendance on these		17,820		
TEACHERS AND THEIR PAY.				
White teachers in public schools		3,396		
Colored teachers in public schools		814		
Whole number of teachers	4,210	4,210		
Average monthly pay of males	$30 85	$32 18	$1 33	
Average monthly pay of females	30 85	32 18	1 33	
Teachers in private schools, (66 counties.)		1,251		
SCHOOLS.				
Public schools	3,942	3,897		45
Number of these graded		152		
Consolidated schools	174	156		18
School-houses		3,156		
Average duration of schools in days	100	71.9		28.1
Private schools in 66 counties		1,083		
COST OF TUITION.				
Monthly per capita on enrolment in public schools.		$0 86		
private schools.		1 79		
Monthly per capita on enrolment in				
Monthly excess of cost in private schools.		93		
INCOME AND EXPENDITURE.				
Income.				
From State tax and permanent fund	$212,841			
From local tax	360,370			
From other sources indicated	152,187			
From others not indicated	14,918			
Total income	740,316	838,735	98,719	
Expenditures.				
For sites, buildings, furniture, &c	$44,406	*$47,015	2,609	
For salaries of superintendents	19,385	19,342		43
For salaries of teachers	582,918	558,518		24,400
For miscellaneous expenses, itemized	42,420	47,596	5,176	
For miscellaneous expenses, not itemized.	14,230	8,369		5,861
Total expenditures	703,359	†680,840		22,519

*Includes libraries and apparatus, $5,121.

†The superintendent's total, doubtless including some things not specified in the return, is $698,220.

(Report of Hon. Leon. Trousdale, State superintendent of public schools, for 1875–'76, and returns for 1874–'75 and 1875–'76.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

U. S. Statutes at Large, vol. 1, pp. 491–92, 617; vol. 2, pp. 382–83; Laws of Tennessee, Haywood & Cobb's Digest, vol. 1, pp. 3, 4, 295–300; Acts of Tennessee, 1866–'67, 1869–'70; School Laws of 1873 and 1875, and school reports from 1869.

FOUNDATION OF A SCHOOL FUND.

Settled from North Carolina in 1756, and closely linked with it for many of its earlier years, Tennessee had for some time a controversy with the parent State as to the title to large lands which lay between them. Unwilling to yield these to the young State in the West, North Carolina ceded finally to the United States the whole territory on her western border to the Mississippi, and out of this was formed in 1794 the Territory and in 1796 the State of Tennessee. To settle the question as to the region in debate, Congress passed, April 18, 1806, an act to authorize the new State to issue grants and perfect land titles in that region. This act required her to appropriate 100,000 acres of the land, in one tract, for the use of two colleges, to be established by the legislature, one in East and the other in West Tennessee.* Another 100,000 acres, in one tract, was required to be appropriated to the use of academies, one in each county, to be also established by the legislature.† And further, Tennessee was to locate 640 acres to every six miles square of the territory given to her by the act, where existing claims would allow the same, for the use of schools for the instruction of children forever.

These reservations were the original foundation of a college fund, an academy fund, and a common school fund for the State, all evidently looking to a correlated system of primary, secondary, and superior education for the people.‡ It is with the school fund only we have now to deal. The lands to form the basis of it were by successive acts allowed to be disposed of for miserably small sums, such as 1 cent and 12½ cents an acre in some cases, and the proceeds of the sale or lease of them invested for the benefit of schools by commissioners appointed for the purpose. In 1823 it was enacted that these proceeds should "remain and constitute a perpetual fund for the establishment and promotion of common schools in each and every county of the State." In 1827, December 12, there were added to these proceeds a large share of the capital and interest of "the new State bank," the proceeds of all the lands in the region previously referred to, as well as of all the vacant and unappropriated lands within the limits of the State, donations and bequests made to the State and not otherwise appropriated, 400 shares in the old bank of the State at Knoxville, and all property falling to the State by escheat. The school moneys already in the new State bank, and all accruing from the new sources here provided, were to go into the capital of the new State bank, and be invested in it for the use, support, and encouragement of common schools forever.

This fund, with its accretions, past and to come, the amended State constitution of 1835 said should remain a perpetual fund, the principal of which should never be diminished by legislative appropriation, and the interest whereof should be inviolably appropriated to the support and encouragement of common schools throughout the State for the equal benefit of all the people.

STEPS TOWARD A SCHOOL SYSTEM.

The funds accrued from the school lands and other sources were by 1830 believed to be sufficient for the initiation of a school system for the State, and on January 14 in that year an act for the institution of such a system passed the final tests and became a law.§

This act provided for the choice by the county courts, at their first or second term after January 1, 1830, of "one commissioner in each captain's company in each county," and made it the duty of these commissioners "to meet at their respective regimental muster grounds for the purpose of dividing said regiment into school districts." They were also to make a list of the householders and heads of families within each district,

*An act to establish the college for West Tennessee, and give it the lands of Davidson Academy, Nashville, on which it was placed by request of the trustees, was passed September 11, 1806. One to establish that for East Tennessee was passed October 26, 1807. It was subsequently authorized to absorb Blount College, Knoxville, and take its place.—(Scott's edition of the Laws of Tennessee, pp. 929–31, 1047, 1059–62.)

†An act to establish academies in the several counties of the State, and appoint trustees for them, was passed September 13, 1806.—(Scott's Laws of Tennessee, pp. 931–36.)

‡This idea was in some measure recognized in an act of October 20, 1817, which set forth that "Whereas institutions of learning, both academies and colleges, should ever be under the fostering care of the legislature, and in their connection form a complete system of education, be it enacted that all the academies of this State shall be considered schools preparatory to the introduction of students into the colleges," &c.

§Haywood & Cobb's Digest says 1829, but the foregoing is the date given in the annual volume of the laws.

and commit this to a justice of the peace in or near the district, who, after ten days' notice, should open and hold an election for 5 trustees to hold office for 12 months or till their successors should be elected. These trustees of districts, after being elected and sworn, were to organize themselves into a board, and choose from among themselves a chairman, clerk, and treasurer; and then the chairmen of the several districts in each county were to meet at the court house on the first Saturday in June, in each and every year, for the purpose of choosing not less than 5 nor more than 7 discreet and intelligent citizens for common school commissioners for said county. These county school commissioners were to have charge of all the school moneys for their respective counties, their chairman being the one in whose name notes, bonds, &c., were receivable, and their clerk, who should also act as treasurer, being responsible under bond for the safe keeping and due payment of all funds committed to him. The interest coming to the county from the school fund, the tax to be added to this on the school lands sold, and any other tax or fine directed by law to be paid to the commissioners, were together to constitute a fund for annual distribution among the school districts for school purposes. And when the trustees of a district should satisfy the commissioners that they had provided a comfortable school-house, and should give bond for the faithful application of all school funds received by them to the support of a free school in their district, the commissioners were to apportion to the district a share of the annual school fund according to the number of children in it between the ages of 5 and 15 years.* The funds thus received were to be supplemented by donations which each trustee was to solicit from his neighbors for fuller support and continuance of the school. These additional sums were to be kept account of by a district clerk, and to be annually and specifically reported to the commissioners, as well as those received from the commissioners.

To the schools thus provided for the district trustees were to have the full and sole power of appointing teachers, and of judging of their qualifications, capacity, and character; and in case of neglect of duty, proven incapacity, or tyranny, they had also power to dismiss such teachers, two-thirds of their number agreeing thereto. They were also to endeavor to induce all children in the district under the age of 15 to be sent to school, and no distinction should be made between rich and poor, but said school should be open and free to all. Full power was given the trustees to guard the morals and manners of the children, and it was made their duty to suspend or expel any scholar when, in their opinion, the good of the school required it. If they could not keep the school open the whole year, they were to arrange to have it open at the season when the children would be most at leisure and when it would be most convenient for them to attend. They were to report annually to the common school commissioners the condition of the school, the wages paid the teacher, the number of months it was kept up, the number of children instructed, the branches of instruction taught, and "the average price given for tuition each month per scholar."

For the proper supervision of the schools, beyond that committed to the district trustees, the county school commissioners were to "number the school district in each county, and divide said district into five equal parts, or as nearly so as practicable, and assign to each one of their own body one of said divisions." The one to whom a division was assigned was to visit each school in it at least once a year, and examine into the situation and condition of said schools, the progress the scholars were making, and the branches taught. And annually before the first day of September in each year they were to report to the secretary of state the receipts and disbursements of school moneys by them, the number of schools kept up and of scholars in each, the whole number in the county, the length of time each was kept up, the amount paid each teacher, the branches taught and the number of scholars in each branch, the average price of tuition throughout the county, what districts had failed, and what one had especially excelled all others. In the last case, they were to report the names of the trustees and the points in which especial excellence had been attained.

In reviewing these provisions of the law of 1830, one cannot but be struck with their fulness and completeness for the region and the time, and cannot but feel that if good free schools were not secured, it was not for want of fair arrangements for them by the law makers. How far the arrangements made proved actually efficient, there are no means at hand at present for determining, except the census returns of the United States. These showed in 1840, in addition to 8 colleges and 152 academies and grammar schools, 983 primary schools, with 25,090 scholars, of whom 6,907 were at public charge. In 1850, the public schools reported were 2,667, with 2,804 teachers and 103,651 pupils; the income being $8,912 from endowments, $4,500 from taxes, $97,738 from public funds, and $84,293 from other sources. In 1860, no great difference appears except in income, the schools being 2,965, the teachers 3,064, and the pupils 138,809; while the income had risen to $5,343 from endowments, $22,297 from taxation, $196,351 from public funds, and $178,913 from other sources.

Into the law of 1830 considerable modifications were subsequently introduced, such

*The law does not say "white children," though it is to be presumed that these alone were meant in a southern and slaveholding State.

as the establishment of a State board of commissioners for the care of the school fund, the substitution of the State treasurer for the State secretary as the acting head of the school system, the appointment by the county courts of a county officer for examining teachers, and the giving to the district clerk the power of employing teachers; but the distinctions of State, county, and district school officers substantially remained until the war.

REORGANIZATION OF THE SYSTEM.

When the war for secession, waged by the Southern States, was brought to a conclusion in 1865 the whole slave system of the South at once collapsed. The former slaves were quickly declared citizens, and the question of the education of their children and of the connection this should have with that of whites, had to be taken up and settled. While this was in agitation, the opportunity for reorganizing the framework of the school system and introducing more efficient supervision and more sure support seemed too good to be lost. Accordingly, on March 5, 1867, a law was passed which included in its purview schools for colored children; made each civil district a school district and each several school district of the old system a subdistrict; officered these with 3 directors for subdistricts and a board of education for a civil district composed of the clerks of the subdistricts; and set over all for counties a county superintendent and for the State a State superintendent of common schools, the latter to be elected by the people every two years, the former by a triennial convention of the boards of education of the civil districts in each county on the first Monday in March, 1868, and on the same day in each third year thereafter. For due care of the school fund the State board of commissioners was continued, with the addition to it of the State superintendent of common schools, and for the increase of its annual proceeds to an amount sufficient for free education of all the youth of the State there was directed to be a yearly levy of 2 mills on the dollar of all taxable property, an addition of 25 cents annually to the tax on each poll, and, after June 30, 1867, a quarter of a cent a mile for every paying passenger transported on the railroads of the State.

The directors of subdistricts were to have the care of the local common schools, and the civil district boards of education the control and management of high schools in their districts. The county superintendent was to examine and license teachers, act as treasurer of the school moneys of his county, visit the schools frequently, forward yearly to the State superintendent an enumeration of the children of school age in each district of his county, and make annual report also of the condition of the schools, as observed by him in his visits to them and reported to him by school boards. The State superintendent was to give his time to the care and improvement of the whole school system; was to spend at least ten days of his term in each judicial district of the State, encouraging county superintendents and teachers, conferring with district boards, and otherwise promoting the interests of education. The schools were to be regularly taught 5 months in every year, and for prolongation of the session beyond that time directors were authorized, on a vote of their district in favor of it, to have a tax levied and collected for such a prolongation. For colored children, special schools were to be opened when the whole number in a district or subdistrict should exceed twenty-five.

RETROGRESSION.

The system above sketched, a well rounded and complete one for the time, was a great advance on any preceding one, and under it, up to 1869, there were 3,903 schools opened, 848 of them for two terms; in these 4,614 different teachers were employed, and 185,845 scholars enrolled. But the very features which to a people familiar with advanced school systems would have recommended themselves as improvements, to those unused to such systems seemed intolerable innovations, while in their then impoverished condition the additional tax for schools appeared oppressive. So the legislature of 1869-'70, under the influence of clamors for economy and county rights, swept away the main elements of improvement, and went back to some of the worst parts of the old system. Instead of a State superintendent entirely devoted to the schools and infusing life into them by frequent visits, the treasurer of the State was again made superintendent; and instead of schools to be established everywhere for all, it was left to the courts and people of each county to determine whether they should tax themselves for schools or not. The result of this, notwithstanding the engagement of an assistant State superintendent through aid from the Peabody fund, was such a rapid running down of the school machinery that, in March, 1873, there came a law with

A RETURN TO SEPARATE STATE SUPERINTENDENCY, ETC.

Under this new law, passed March 5, 1873, and approved March 15, the State superintendent, instead of being elected by the people, as under that of 1867, was to be nominated by the governor and confirmed by the senate; and, though the office had been abolished as a separate one "for the purpose of economy," the salary, on its restoration, was made larger than it had been. The county superintendents, too, under a growing sense of the value of their services, were very generally allowed higher

salaries. The tax for school purposes was made 1 mill on the dollar, instead of the 2 mills of 1867; but to compensate for this in some degree the interest on the State school fund, which had been for several years accumulating and had not been paid over by the State, was reconsecrated to its proper use and added to the principal, making the whole fund $2,512,500. For this a State certificate of indebtedness was directed to be issued, which should bear interest at 6 per cent., and this interest was to be semi-annually paid over. For purchasing school sites, for building school-houses, for prolonging schools, and for payment of necessary school expenses, the inhabitants of districts were authorized to levy, through their school directors, a tax not to exceed 3 mills on the dollar.

In 1875 this last power was taken away, but in most other respects the substance of the former law was left to operate, and still continues.

Normal instruction is provided for in a State normal college, established in 1875, at Nashville; agricultural and scientific instruction in the Tennessee Agricultural College, organized in 1869, at Knoxville, as a department of the East Tennessee University; special instruction in the Tennessee School for the Blind, at Nashville, organized in 1844, and in the Tennessee School for the Deaf and Dumb, at the same place, organized in 1845.

STATE SUPERINTENDENTS.

No list of the gentlemen who as secretaries of state or treasurers performed the office duties of State superintendents of schools is now at hand. The first one solely devoted to the supervision of schools was Gen. John Eaton, 1867–'69. His successor, 1869–'70, was Hon. Mr. Tipton. Hon. William Morrow, State treasurer, served as superintendent, with J. B. Killibrew as his visiting assistant, 1870–'73; he was succeeded by Hon. John M. Fleming, again wholly devoted to the schools, 1873–'75, and he by the present incumbent, Hon. Leon. Trousdale, 1875–'77.

ELEMENTARY INSTRUCTION.

CONDITION OF THE PUBLIC SCHOOLS.

There is encouragement as to the success of the public school system throughout most of the counties of the State, especially in those which have levied a sufficient supplemental tax to continue their schools from 5 to 7 months, and have provided wise and intelligent supervision of them. In a very large number of public schools, however, as appears from county superintendents' reports, the terms were too short to be of much real service, ranging as they did from 2 to 5 months. In a few counties, reports show that no organization of the system has taken effect, so as to develop a solid public sentiment in its favor, that no tax has been levied, and no effort made to encourage the county superintendent to labor zealously and efficiently. But in a greatly larger number of counties the work has gone on vigorously, and a system of education has been organized which promises a progressive development equal to the best wishes of its friends and of the people at large. Success is no longer a problem, but a fixed fact.

There is a slight deficiency in the enrolment and average attendance of pupils as compared with 1875, arising mainly from the instructions given to school officers by a circular issued from the superintendent's office June 1, 1875, which resulted in a suspension of schools in some districts where the directors had made an overestimate of the accruing school revenue, and had thereby incurred a considerable indebtedness to teachers. It was judged better to suspend the schools in such districts until the indebtedness could be cancelled.

The enrolment in the 66 counties reporting private schools would indicate that there are about 45,000 pupils in private schools in the 94 counties, which, added to the numbers in public schools, makes a total of 239,180 in public and private schools, or about 55 per cent. of the school population.—(Report of State superintendent, 1875–'76, pp. 5–9, 13.)

AID FROM THE PEABODY FUND.

From this excellent aid to southern education $6,000 were allowed in 1876 for the State Normal College at Nashville, $1,500 for an agency in Tennessee, $600 for teachers' institutes, $4,100 to cities and towns, and $200 each to 12 different institutions; total for the State, $14,600.—(Report of the trustees and agent for 1876.)

PUBLIC AND PRIVATE SCHOOLS.

The State superintendent has, within the past two years, endeavored earnestly to collect all the available statistics respecting private schools in order to compare them with the public schools in the matters of enrolment, attendance, and cost. In 1875 he issued instructions to county superintendents to furnish the facts from their counties, and received complete or partial returns from 26. These showed that the average monthly cost of tuition was $2.84 for each pupil. The returns for 1876 are fuller, embracing 66 counties, and have been gathered with more care. They show that the

average monthly rate of tuition in 1,083 private schools, having an enrolment of 31,416 pupils, is $1.79 for each pupil, or a fraction over 93 cents a month for each in excess of the rate in the public schools. These figures, moreover, represent only the cost of tuition in private schools, while they represent the entire cost of the free schools, except for improvements, school-houses, sites, &c. There is thus, it will be seen, a saving to the public of $180,587.40 each month on the cost for tuition of children attending public schools, a sum which would be increased by $29,216.88 if the children attending private were transferred to public schools, in which case the whole sum thus saved would be $209,804.28. In addition to this showing, it appears that the competition of public schools has reduced in one year the cost of tuition in private schools from $2.84 a month to $1.79.—(Report of State superintendent, 1875–'76, pp. 10–12.)

CITY SCHOOL SYSTEMS.

CHATTANOOGA.

Officers.—A board of education of 10 members, with a president, vice-president, treasurer, and secretary, who is also city superintendent of schools.

Statistics.—Population of city, (in 1870,) 6,093; youth, 6–18 years of age, 2,317; enrolment in public schools, 1,630; estimated enrolment in private and parochial schools, 250; per cent. of average daily attendance on average number belonging, 92.47. The number of regular teachers employed is 25, of whom 7 are men, (two of them in the high school,) and 18 women. The monthly salaries of teachers range from $40 paid to assistants in primary, to $120 paid to principals in high schools. Receipts for school purposes, $16,960.57; expenditures, $17,620.25. Average expenses per capita, $17.53. Estimated value of school property, $16,363.79.

Remarks.—The year 1875–'76 was a prosperous one for the schools, except financially. They felt the stringency of the times, and many needed improvements were deferred. The monthly enrolment increased 83 over any previous year and the average belonging 105, a long step in the right direction. There are yet many errors to correct and abuses to reform in regard to absence and irregularities, but during the four years of the existence of the system improvement has been marked.—(Report of State superintendent, 1875–'76, p. 98, and special return to the United States Bureau of Education, 1875–'76.)

KNOXVILLE.

Officers.— A board of education of 5 members, elected for terms of 5 years, 1 member going out of office each year, and a city superintendent of schools.

Statistics.—Estimated population, 13,000; youth from 6 to 18 years of age, 2,000; total enrolment in schools, 1,500; average number belonging, 959; average number in daily attendance, 849. Number of school rooms, 22; number of sittings, 959. Cost of tuition per capita of pupils attending, $15.20. Number of teachers, including 3 in evening schools, 24; salaries, $40 to $65 a month. Total annual expenditures for public schools, $13,124.92; receipts, $13,222.51.

Remarks.— The progress of the scholars in scholarship, discipline, and attendance is very gratifying. There has been a decided improvement in public sentiment toward the schools. The increase of 660 in enrolment during the year came from those who had attended private schools or had been absent altogether. The schools are graded as primary, intermediate, grammar, and high. The last claims to offer as thorough a preparation for college or for business as can be obtained in the best private or select schools.—(Report of Superintendent H. T. Morton for 1875–'76; statistics from return to Bureau of Education, 1875–'76.)

MEMPHIS.

Officers.— A board of education of 20 members, 2 from each ward, who hold office 2 years, one-half going out each year. The officers of the board are president, vice-president, secretary, treasurer, and city superintendent of schools.

Statistics.— Population at the last census, 40,226; children of school age: white, 6,598; colored, 3,821; total, 10,419. Number enrolled: whites, about 4,200; colored, about 1,300; total, about 5,500. Average daily attendance: white children, 1,810; colored, 582; total, 2,392. Average number belonging, 2,660. Total expenditures for school purposes, including interest on previous indebtedness, $49,481.92. Cost per capita, based on average daily attendance, $20.69.

Remarks.— The schools were unusually successful during the year 1875–'76, excelling in point of efficiency any former year. To meet the requirements of legislation some changes had to be made at the beginning of the year, most notable of which was the introduction of the half-day system in the lower grades, and the reduction of the number of principals. The result of the year's work has proven the efficiency of the half-day system; which, while securing an equal progress on the part of the children, saved to the city not less than $10,000 during the year. The labor, however, was too great for the principals retained, and a slight increase in their number is recommended.—(Memphis city report, 1875–'76, A. Pickett, superintendent.)

NASHVILLE.

Officers.— A board of education of 9 members, one-third of the number going out of office each year, and a city superintendent of schools.

Statistics.— Population, 27,500; youth from 6 to 18 years of age, 9,114; pupils enrolled, 4,159; average attendance, 2,943. Approximate number in private schools, 500. Teachers in the public schools, 74. Average salary paid teachers, $675.44. Cost of tuition per capita of pupils belonging, $17.20; on average daily attendance, $22.63. Total school expenditures for the year, $81,291.34. Value of school property, $169,000.

Remarks.— Under the revised rules of the board permitting corporal punishment to be used in the schools only as a last resort, most satisfactory results were attained in diminishing the number of cases requiring such discipline; the per cent. of these on attendance being 0.47 against 0.78 of the previous year. There has also been proportionally as great a decrease in suspensions as in punishments, the per cent. being 0.03 as against 0.14. An equally encouraging indication is the increase in the number of visitors to the schools, there being in all 7,868, or 1,646 more than for the previous session. The average per cent. of scholarship was 69, which is an advance of 1 per cent., and is based on the results of written examinations alone. The schools are divided into 11 grades, which occupy as many years; the studies of the last three appearing to indicate the existence of a high school department.—(Report of S. Y. Caldwell, superintendent of Nashville public schools, for 1875–'76, and return to United States Bureau of Education, 1875–'76.)

TRAINING OF TEACHERS.

STATE NORMAL COLLEGE.

The State Normal College of the University of Nashville owes its existence to the efforts of prominent educators in Tennessee and the neighboring States and to the demand of the people for better qualified teachers. This demand was expressed by an act passed by the State legislature in 1875, the preamble of which set forth that "an adequate supply of professionally educated teachers is a necessity to the maintenance of an efficient system of public schools." The act then proceeded to make such provisions as culminated in this institution. The State, however, not having provided the funds necessary for a full development of its purposes, the University of Nashville offered to suspend its literary department and devote to the normal school its buildings, grounds, and funds, with the exception of those appropriated to the medical college. This proposition was supplemented by an offer from the trustees of the Peabody Education fund of $6,000 a year for 2 years. These offers having been accepted by the State board of education, and grounds, buildings, and funds to the amount of $12,000 having been thus furnished, the institution was opened December 1, 1875; before the close of the school year, 60 students were in attendance. Its course requires 3 years of study.

The State superintendent bears testimony to the ability with which the institution has been conducted, and renews his recommendation in favor of a liberal fostering care toward it.—(Report of State superintendent, 1875–'76, pp. 19, 80, 81.)

OTHER NORMAL SCHOOLS.

Central Normal School, Humboldt, was organized October 3, 1876, with 5 pupils, and by December the number was 44. There is a course of one year for those who wish to prepare for common school work, and a course of 5 years for those who wish to prepare for high school and academic work.—(Return, 1875–'76.)

Central Tennessee College, Nashville, has a 4 years' course of study, and reports an attendance of 51 normal students.—(Return, 1876.)

Freedman's Normal Institute, Maryville, under the management of Friends, embraces a preparatory, a teachers' elementary, a teachers' advanced, and a classical course. The requirements in order to enter the teachers' elementary course are ability to read understandingly, write legibly, and solve problems in long division readily. This course occupies 2 years, and is preparatory to either of the other two. In order to enter the teachers' advanced course or the classical course, students must pass a satisfactory examination in all the branches prescribed by the school law of the State as necessary to the qualification of teachers. Number of students in 1875–'76, 26.—(Circular of institute and special return.)

Le Moyne Normal School, at Memphis, was established in 1871, through the American Missionary Association, by funds given for the purpose by Dr. F. Julius Le Moyne, for the training of colored people as teachers. The departments of the school are normal, intermediate, and primary. The normal department provides thorough instruction, especially in those branches taught in the public schools of Tennessee, with the approved methods of teaching and school and class management. Number of normal students, 80.—(Catalogue, 1875–'76, and return.)

Maryville College, Maryville, has also a special normal course, the studies in which and the length of which are not given.—(Catalogue, 1875–'76.)

New Providence Institute, Maryville, established in 1852, is principally preparatory, is

controlled by the Masonic fraternity, and reports 12 students engaged in normal studies.—(Return, 1876.)

Normal Department of Fisk University, Nashville, has a full course of 7 years, and reports 110 pupils.—(Return, 1876.)

South Normal School and Business Institute, Jonesboro', was established in June, 1876, and had at the close of the year an attendance of 55 students. The course covers 4 years.—(Return, 1876.)

Besides the above, there is information in the State report of a normal department having been organized in connection with the high school at Shelbyville, Bedford County, and of a summer normal school in Washington County, in which 50 teachers were enrolled June 26, 1876.

FURTHER NORMAL WORK.

The Society of Friends is performing an interesting work in this State through Dr. Garner, in Blount County, and his assistant, Mr. Parker, at Hopewell Springs, Monroe County, in drawing in the ignorant whites, teaching them, and preparing the most intelligent of them to be teachers in the mountain regions of Tennessee and North Carolina. Six teachers were prepared under Mr. Parker in 1875 and 1876, and as many more expected to be in 1876–'77.

The effort is not only to instruct in letters, but to aid the people in improving their manner of living.—(Letter to Commissioner of Education, 1876.)

INSTITUTES.

The State superintendent held general institutes for teachers at various points in the State during the last year, without special legal authority, and without expense to the State. These have, in every case, had a healthful and encouraging influence on public sentiment, and have aroused the enthusiasm and quickened the intelligence of the large numbers that attended them. The superintendent has thus been encouraged to devise a more systematic plan for extending their advantages into every portion of the State. He has issued circulars addressed to county superintendents providing for holding one or more general institutes in each congressional district. He asks the legislature to sanction the plan, with the view of giving higher authority to it and enlisting more full coöperation from school officers and teachers.—(State report, 1875–'76, p. 18)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no statement in Mr. Trousdale's report of the number of public high schools, or of the course of study in them. In Table III of the report there appear 152 grade schools, but without intimation as to how many of them extend to high school grades. High schools certainly exist, not only in the chief cities of the State, but in several smaller places also. The State forms of inquiry respecting schools do not, however, include these, and even those of the Bureau of Education, which do include them, often fail to elicit full information respecting them. A return from Chattanooga for 1876 shows at least 2 teachers in a high school there, but gives no hint as to the number of pupils. In those from Memphis and Nashville appear 7 teachers, with 461 high school pupils. In the 23 cities and institutions aided from the Peabody fund appear 4 institutions called high schools, in addition to the above, but this does not always, at the South, indicate a public school.

PRIVATE SECONDARY SCHOOLS.

In 2 schools for boys, 9 schools for girls, and 36 for both sexes, outside of the public school system, there have been reported to this Bureau 4,009 pupils under 146 teachers. Of these 535 are in classical studies, 244 in modern languages, 267 preparing for a classical course in college, and 198 for a scientific course. Mechanical drawing is taught in 8 of these schools, free hand drawing in 10, and vocal and instrumental music in 28. Chemical laboratories are reported by 6, philosophical apparatus by 8, and libraries of 50 to 3,000 volumes by 15, the aggregate number of volumes being 13,735.—(Returns for 1876.)

PREPARATORY DEPARTMENTS.

Eighteen preparatory departments of colleges and universities report for 1875–'76, 37 teachers and 1,934 pupils, of whom 435 were preparing for classical courses and 379 for scientific.—(Returns for 1876.)

BUSINESS COLLEGES.

Two business colleges, one located at Memphis, the other at Nashville, report a total of 7 teachers and 298 pupils. One of these schools teaches the common English branches and correspondence, and both teach penmanship, book-keeping, commercial law and political economy. One has a library numbering 470 volumes.—(Returns for 1876.)

SUPERIOR INSTRUCTION.

COLLEGES AND UNIVERSITIES.

Beech Grove College, Beech Grove, for both sexes, embraces primary, intermediate, preparatory, and collegiate departments. The school is strictly anti-sectarian. Vocal and instrumental music is taught, the former without extra charge.—(Catalogue, 1874-'75.)

Bethel College, McKenzie, (Cumberland Presbyterian,) for both sexes, has preparatory, collegiate, art, music, and scientific departments. There is a separate course for young women, which, like that for young men, covers four years.—(Catalogue, 1875-'76.)

Burritt College, Spencer, is for both sexes, and embraces primary, preparatory, and collegiate departments. Special attention is given to physical development. There is a thorough course in gymnastic and calisthenic instruction under the supervision of a professor of gymnastics.—(Catalogue, 1876-'77.)

Central Tennessee College, Nashville, (Methodist Episcopal,) embraces preparatory, collegiate, normal and theological departments. There are classical and scientific courses, the latter including all the studies of the regular course except the languages.—(Catalogue, 1875-'76.)

Christian Brothers' College, Memphis, (Roman Catholic,) provides preparatory, commercial, collegiate, literary, and scientific courses. The degree of A. M. is conferred on graduates after two years spent in some literary or liberal pursuit.—(Circular.)

Cumberland University, Lebanon, (Cumberland Presbyterian,) embraces preparatory, collegiate, law, theological, and commercial departments. The collegiate provides courses of study for the degrees of A. B., B. S., and C. E. There are also two post graduate courses leading to the degrees of A. M. and Ph. D.—(Catalogue, 1875-'76.)

East Tennessee University, Knoxville, (non-sectarian,) embraces collegiate and preparatory departments, the former including a classical course, a course in agriculture, and one in mechanics. Free tuition is given to students nominated by members of the State legislature, each senator having the right to nominate 2 and each representative 3.—(Catalogue, 1876-'77.)

East Tennessee Wesleyan University, Athens, (Methodist Episcopal,) has collegiate, preparatory, and academic departments, the first embracing classical and scientific courses. Both sexes are admitted, and music is taught.—(Catalogue, 1874-'75.)

Fisk University, Nashville, (non-sectarian,) has preparatory, collegiate, normal, and theological courses. Graduates of the classical course will receive the degree of A. M. after three years spent in some scholarly occupation. Both sexes are admitted.—(Catalogue, 1876.)

Greeneville and Tusculum College, Home, (non-sectarian,) has preparatory and collegiate departments, the latter with classical and scientific courses.—(Catalogue, 1875-'76.)

Hiwassee College, near Sweetwater, (Methodist Episcopal South,) has preparatory and collegiate departments, the latter with a course in science, formed by omitting the languages from the classical course. A law department has also been organized.—(Biennial catalogue of the college, 1874-'76.)

King College, Bristol, (Presbyterian,) has preparatory and collegiate departments. It was commenced in 1868, without regular classes, with a partial faculty, no endowment, and almost no buildings, and has now more than 30 alumni, respectable college buildings, an endowment of about $37,000, and some valuable real estate.—(Catalogue, 1876.)

Manchester College, Manchester, (non-sectarian,) embraces primary, academic, and collegiate departments, the academic not including languages, unless they be French and German by special choice. Both sexes are admitted.—(Circular.)

Maryville College, Maryville, (Presbyterian,) is for both sexes, and provides preparatory and collegiate departments, and ladies' English and normal courses.—(Catalogue, 1875-'76.)

Mosheim Male and Female Institute, Mosheim, (Lutheran,) has preparatory and collegiate courses of study, and a select course for those who do not wish to pursue the regular curriculum. Both sexes are admitted.—(Catalogue, 1875-'76.)

Mossy Creek College, Mossy Creek, (Baptist,) has primary and preparatory classes and a collegiate department. A. M. is conferred on graduates who have successfully pursued literary studies for a term of 2 or more years.—(Catalogue, 1875-'76.)

Neophogen Male and Female College, Gallatin, (non-sectarian,) embraces 5 schools, viz, humanities, ancient languages, mathematics, philosophy and history, and moral science. A scientific course is formed by excluding from this list the ancient languages. Music, penmanship, phonography, mnemonics, Anglo-Saxon, Italian, Spanish, French, German, and comparative philology are optional studies.—(Catalogue, 1875.)

Southwestern Baptist University, Jackson, embraces an academic department and a department of literature and science, the latter embracing 7 schools, viz, Latin, Greek, mathematics, natural science, moral science, English, and German and French. The degree of A. M. is conferred on students who graduate in all the schools.—(Catalogue, 1875-'76.)

Southwestern Presbyterian University, Clarksville, formerly Stewart College, was chartered as a university in 1875, and is under the control of the synods of Alabama, Mississippi, Arkansas, Nashville and Memphis, and Texas. It was resolved by the synods that the institution should be a university in two senses: first, that it offer the largest facilities for thorough culture and for a high standard of graduation; and secondly, that the organization be on the plan of separate and coördinate schools and elective courses. The departments in operation at present are preparatory and collegiate. A biblical course extends through all the collegiate classes.—(Catalogue, 1875–'76.)

University of the South, Sewanee, (Protestant Episcopal,) has a course of study arranged on the plan of independent schools. Those already organized are (1) ancient languages, (2) mathematics, (3) civil engineering and physics, (4) metaphysics and English literature, (5) political economy and history, (6) geology and mineralogy, (7) theoretical and experimental chemistry, (8) moral science and evidences of Christianity, (9) modern languages and literature, (10) commerce and trade, (11) theology. The degree of bachelor of letters embraces nothing in mathematics beyond the junior course, and avoids the domain of science and natural philosophy. That of B. S. embraces a full course of mathematics with political science, history, chemistry, geology, and mineralogy, and some Latin, omitting Greek.—(Catalogue, 1876–'77.)

Vanderbilt University, Nashville, (Methodist Episcopal South,) is organized with 4 distinct departments, viz, (1) philosophy, science, and literature, (2) biblical, (3) law, and (4) medical. In the department of philosophy, science, and literature the course of study is divided into 10 distinct schools, from which are arranged a collegiate course of 2 years and a university course of 3. The studies of the schools are so arranged that a student of average capacity and of commendable diligence, after having completed the college course of 2 years, may obtain the degree of A. B. in 2 additional years, and that of A. M. in 3. The quality and extent of attainments, and not the time consumed in making them, will be the test of fitness for the honors of the institution.—(Catalogue, 1876–'77.)

COLLEGES FOR WOMEN.

Seventeen institutions for the superior instruction of women report a total of 214 teachers and 2,130 students, of whom 468 were in preparatory, 1,084 in regular, 144 in partial, and 30 in post graduate courses. All these schools teach music, 16 specifying vocal and 15 instrumental; all teach French, 14 German, 15 drawing, and 14 painting. Nine report apparatus for the illustration of chemistry and 8 that for natural philosophy; 2 have natural history museums and 4 art galleries. The libraries aggregate 28,000 volumes. The courses of instruction cover from 4 to 7 years.

Statistics of universities and colleges, 1876.

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	7	....	136	34	$5,000	$0	$0	$2,000	$0	.....	a500
Bethel College	4	....	35	95	12,000	.....	.....	3,000	.....	.....	398
Bradyville College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burritt College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central Tennessee College	12	0	115	4	60,000	8,000	350	843	0	$0	2,000
Christian Brothers' College	11	....	80	61	45,000	.....	.....	7,000	0	.....	b4,000
Cumberland University	8	....	96	50	6,000	.....	.....	3,000	.....	.....	3,000
East Tennessee University	17	....	.....	.....	135,000	.....	.....	2,379	.....	.....	b4,814
East Tennessee Wesleyan University.	5	0	170	100	12,000	.....	.....	.....	.....	c1,000	b1,300
Fisk University	13	0	38	11	175,000	0	0	.....	0	0	1,300
Greeneville and Tusculum College.	14	0	104	25	10,000	12,000	720	600	0	12,000	b8,000
Hiwassee College	4	0	.....	.....	15,000	0	0	2,500	0	0	1,522
King College	5	2	74	.....	18,000	25,000	1,500	1,500	1,800	0	a1,000
McKenzie College	6	0	.....	63	12,000	0	0	2,500	0	0	520
Manchester College	5	0	27	35	10,000	0	0	.....	0	0	0
Maryville College	8	....	104	27	60,000	13,300	798	2,000	.....	.....	3,000
Mosheim Male and Female Institute.	4	....	60	30	2,500	.....	.....	600	.....	.....	250

a Society libraries. *b* Includes society libraries. *c* Annually.

Statistics of universities and colleges, 1876—Continued.

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.	
Mossy Creek Baptist College.	5	....	124	40	$50,000	.....	.....	$2,500	.....	.....	*a*1,000
Neophogen Male and Female College.	16	....	210	.....	20,000	.....	.....	.....	.....	.....	*b*1,600
People's College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southwest'n Baptist University.	9	....	147	79	50,000	$44,000	$2,600	4,500	$0	.....	.....
South Western Presbyterian University.	7	0	66	65	75,000	100,000	6,000	4,000	0	$0	*b*3,000
University of the South..	15	....	65	*c*140	100,000	50,000	2,500	16,500	.....	.....	6,000
Vanderbilt University ...	13	13	0	175	450,000	600,000	42,000	6,549	0	30,000	6,500
Woodbury College	2	....	72	.....	5,000	0	0	700	0	0	.....

a Society libraries. *b* Includes society libraries. *c* Also 10 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The State Agricultural College, a department of East Tennessee University, at Knoxville, gives instruction in the theory and practice of agriculture and horticulture and in the principles of mechanics and their application to the arts. A beautiful farm, admirably adapted to its intended uses, has been provided in order that agriculture may be taught practically as well as theoretically. In the mechanical course, drawing, engineering, and chemistry are prominent features. Both courses include, in addition to the technical studies belonging to them, the French and German languages, English literature, and the higher mathematics. Each leads to the degree of B. S.—(Catalogue, 1875–'76.)

Scientific courses, schools, or departments also exist in connection with Bethel College, Central Tennessee College, Christian Brothers' College, Cumberland University, East Tennessee Wesleyan University, Greeneville and Tusculum College, Neophogen College, Southwestern Baptist University, South Western Presbyterian University, University of the South, and Vanderbilt University; for which see the statement of the courses of these colleges in the matter under Superior Instruction.

THEOLOGY.

Instruction in theology is given in departments connected with Cumberland University, Central Tennessee College, Vanderbilt University, and Fisk University. A department of theology has been organized in connection with the University of the South, but it is not yet in full operation. The course of instruction in Central Tennessee College and in Fisk University covers 3 years, in Cumberland University 2. The length of course in Vanderbilt University for college graduates is not stated, but the English course, established for the benefit of those who do not wish to study Latin and Greek, lasts 2 years.—(College catalogues and special returns.)

LAW.

Schools of law exist in connection with Cumberland University and Vanderbilt University. The course of study in Vanderbilt covers 2 years, in Cumberland University 1. A law department has also been organized in connection with Hiwassee College. Length of course not given.

MEDICINE.

The Medical Department of the University of Tennessee, Nashville, is continued, though the collegiate department is merged in the Normal College. It is the purpose of the faculty to make the teaching thorough and practical. Five didactic lectures will be delivered daily in the college halls, upon the different subjects of the course, and dur-

ing the week the students will hear 4 lectures on each branch of medicine. Daily examinations will be held by each professor at the beginning of his lecture hour, that the facts of the preceding lecture may be impressed upon the minds of students. The lectures, too, will be illustrated by experiments, dissections, surgical operations, clinics, models, and anatomical, botanical, and chemical specimens.—(Announcement for 1876–'77.)

The Medical Department of Vanderbilt University, Nashville, makes precisely the same statement of its purpose as that above given.—(Announcement for 1876–'77.)

The Tennessee College of Pharmacy, Nashville, organized in 1872, reports a 2 years' course of study, embracing general chemistry, materia medica, pharmacy, toxicology, practical botany, and microscopy.—(Announcement, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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.)	17	....	300	4	(a)	$396,000	$11,880	(a)	(a)
SCHOOLS OF THEOLOGY.									
Theological department of Central Tennessee College.	4	0	30	3	.....	.....	.....	.....	.....
Theological department, University of the South. b	3	....	....	....	.....	.....	.....	.....	4,000
Theological department of Vanderbilt University.	4	4	58	....	.....	120,000	7,200	.....	.....
Theological school of Cumberland University.	2	1	12	2	$15,000	.....	1,000	.....	3,000
SCHOOLS OF LAW.									
Law department of Cumberland University	2	....	30	1	.....	10,000	.....	$5,000	500
Law department of Vanderbilt University	3	....	25	2	.....	.....	.....	1,600	150
Neophogen Law School*	4	....	13	1	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department, Vanderbilt University	12	....	115	2	.....	.....	.....	.....	.....
Tennessee College of Pharmacy	6	....	7	2	.....	.....	.....	310	.....

* From Report of Commissioner of Education for 1875.

a Reported with classical department. b Not yet fully organized.

SPECIAL INSTRUCTION.

TENNESSEE SCHOOL FOR THE DEAF AND DUMB, KNOXVILLE.

This school was organized in 1845, and is under the control of a board of trustees. The number of pupils attending in 1876 was 122, of whom 79 were males and 43 females. The branches of study are the same as those taught in the common schools.—(Return, 1876.)

TENNESSEE SCHOOL FOR THE BLIND, NASHVILLE.

This school was founded in 1844, and has had since that time a total attendance of 251. The branches studied are arithmetic, algebra, spelling, reading, writing, grammar, history, geography, physiology, elementary geometry, and natural philosophy. The employments taught are broom making, beadwork, hand and machine sewing, crocheting, telegraphing, knitting, and piano tuning. Special attention is given to music. The use of the piano, church and reed organ, flute, clarinet, and of the various kinds of brass instruments, with class and solo singing, harmony, and the history of music, is thoroughly and scientifically taught. Attendance in 1876, 51.—(Printed report and special return, 1876.)

OBITUARY RECORD.

HON. SAMUEL WATSON.

Samuel Watson, born at Barrington, Rhode Island, July 16, 1807, was graduated at Brown University in 1825; he studied law at Litchfield, Conn., and soon after settled in Nashville, Tenn., where he died September 26, 1876. At the time of his death he was a member of the State board of education, a member of the board of trustees of the University of Nashville, and a member of the board of trustees of the Peabody fund.

He was an earnest, strong, and wise friend of the measures calculated to improve the material, intellectual, and moral interests of the community in which he lived. In the late war he adhered to the Union, and when the war was over sought in every way to restore prosperity to his State. An able financier and political economist, he greatly aided the several legislative measures which have resulted in the present educational progress in Tennessee.

LIST OF SCHOOL OFFICIALS IN TENNESSEE.

Hon. LEON. TROUSDALE, *State superintendent of public schools, Nashville.*

STATE BOARD OF EDUCATION.

Members.	Term.	Post-office.
His excellency James D. Porter, governor, ex-officio president		
J. Berrien Lindsley, secretary	1875–1881	Nashville.
E. H. Ewing	1875–1879	Nashville.
R. W. Mitchell	1875–1883	Nashville.
Leon. Trousdale	1876–1881	Nashville.
J. W. Hoyt	1876–1879	Nashville.
H. Presnell	1877–1883	Nashville.

COUNTY SUPERINTENDENTS.

[Term, 1877–'78.]

County.	Superintendent.	Post-office.
Anderson	R. N. Baker	Clinton.
Bedford	J. R. Dean	Shelbyville.
Benton	J. M. Castile	Camden.
Bledsoe	T. O. Brown	Pikeville.
Blount	J. A. Goddard	Maryville.
Bradley	G. W. Ford	Cleveland.
Campbell	J. E. Johnson	Fincastle.
Cannon	J. P. Hipp	Woodbury.
Carroll	J. W. Brewer	Buena Vista.
Carter	A. J. F. Hyder	Cave Spring.
Cheatham	G. F. Murff	Ashland City.
Claiborne	D. F. Sharp	Old Town.
Clay	George W. Stephens	Celina.
Cocke	A. A. Vinson	Newport.
Coffee	T. J. Wilson	Manchester.
Crockett	R. S. Thompson	Alamo.
Cumberland	W. A. Hamley	Crossville.
Davidson	R. W. Weakley	Nashville.
Decatur	G. W. Walters	Decaturville.
De Kalb	J. T. Trapp	Smithville.
Dickson	Dr. T. F. McCreery	Dickson Station.
Dyer	William Harrison	Dyersburg.
Fayette	William Maris	Somerville.
Fentress	E G. Smith	Travisville.
Franklin	H. G. Hampton	Cowan.
Gibson	A. S. Currey	Trenton.
Giles	R. P. Yancey	Pulaski.
Grainger	J. L. Acuff	Rutledge.
Greene	H. W. Farnsworth	Greenville.
Grundy	John Scruggs	Altamont.
Hamblen	H. M. Sherwood	Russelville.
Hamilton	H. F. Rogers	Chattanooga.
Hancock	L. L. Livesay	Kyle's Ford.
Hardeman	W. R. Hall	Middleton Station.
Hardin	William L. Owry	Savannah.
Hawkins	L. W. Brown	Rogersville.

List of school officials in Tennessee—Continued.

County.	Superintendent.	Post-office.
Haywood	W. T. Byars	Brownsville.
Henderson	W. F. Brooks	Lexington.
Henry	W. B. Vancleve, jr	Paris.
Hickman	S. H. Holmes	Vernon.
Houston	D. W. Wilson	Tennessee Ridge.
Humphreys	Thomas M. Hogan	Gould's Switch.
Jackson	J. F. Haile	Gainesboro'.
James	Dr. D. W. Clingan	Ooltewah.
Jefferson	Dr. Sam. Anderson	Dandridge.
Johnson	B. W. Jenkins	Taylorsville.
Knox	H. C. Hampsted	Knoxville.
Lake	L. Donaldson	Tiptonville.
Lauderdale	H. T. Hanks	Ripley.
Lawrence	W. J. Buchanan, jr	Lawrenceburg.
Lewis	W. C. Dabbs	Newburg.
Lincoln	T. J. Rives	Chestnut Ridge.
Loudon	John Smith	Lenoir's.
Macon	J. S. Wootten	La Fayette.
Madison	Alfred Oliver	Jackson.
Marion	R. M. Payne	Jasper.
Marshall	C. J. Crutcher	Lewisburg.
Maury	W. B. Wood	Columbia.
McMinn	J. A. Hyden	Athens.
McNairy	T. F. Saunders	Purdy.
Meigs	V. C. Allen	Decatur.
Monroe	W. H. Kimbrough	Madisonville.
Montgomery	M. G. Carney	Clarksville.
Moore	W. W. Gordon	Lynchburg.
Morgan	E. H. Booth	Wartburg.
Obion	W. F. Shropshire	Troy Station.
Overton	E. S. Ferril	West Fork.
Perry	L. C. Waggoner	Farmer's Valley.
Polk	J. L. Milburn	Benton.
Putnam	A. S. Anderson	Cookeville.
Rhea	J. L. Miller	Washington.
Roane	L. R. Mathis	Kingston.
Robertson	W. C. Denson	Springfield.
Rutherford	G. H. Baskette	Murfreesboro'.
Scott	J. Q. Cross	Huntsville.
Sequatchie	A. D. Stewart	Dunlap.
Sevier	J. F. Leak	Cattlesville.
Shelby	G. P. Foute	Memphis.
Smith	Lorenzo Stow	Rome.
Stewart	J. R. Lawrence	Indian Mound.
Sullivan	W. H. Gisler	Union Depot.
Sumner	W. D. Corkran	Gallatin.
Tipton	William Page	Covington.
Trousdale	Mrs. E. B. Barksdale	Hartsville.
Unicoi	W. G. Anderson	Okolona.
Union	A. L. Miller	Sharp's Chapel.
Van Buren	J. K. Hillis	Spencer.
Warren	J. J. Womack	McMinnville.
Washington	H. Presnell	Jonesboro'.
Wayne	J. Morris	Waynesboro'.
Weakley	A. E. Duke	Dresden.
White	James Johnson	Darkey Springs.
Williamson	C. R. Berry	Franklin.
Wilson	H. L. Pickett	Lebanon.

TEXAS.

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Laws of Texas from 1839; Paschal's Digest of these, 1870, pp. 569-583; the same, 1873, pp. 1347-1359; Constitutions of 1845, 1866, 1869, and 1876; Statistics of United States Census for 1850 and 1860; State Reports from 1871.

ACTION BEFORE UNION WITH THE UNITED STATES.

When hardly more than fairly out from the struggle for an independent life, January 26, 1839, the legislature of the then republic of Texas made provision for future free schools by giving each organized county 3 leagues of land, divided into tracts of 160 acres each, for the purpose of establishing a primary school or academy in the county. The following year a further donation of one league was made to each county.*

The lands thus granted were to be located in the county if good ones could be found vacant. If lands proper for this use did not exist in the county, they might be surveyed upon any vacant part of the domain of the republic at the expense of the county. These provisions were closely akin to those which, from the year 1787, have prevailed in the United States for giving in each township of new States or Territories one or more sections of land "for the use of schools"—the 16th section up to 1848, the 16th and 36th since that time—or lands equivalent to them.†

An act of February 5, 1840, made the chief justice and two associated justices of each county ex officio a board of school commissioners for the county, with power to hold and dispose of all property given or granted in any way for the benefit of schools or academies within it, provided that no act of theirs should be valid unless it should have for its object the establishment, benefit, or support of schools in that particular county. It was made their duty to organize any parts of their county into school districts whenever in their judgment the interests of education required it. They were to be inspectors of schools, and by themselves or others were to examine teachers, giving certificates of character and qualification to such as they might find deserving of them; and without such a certificate no teacher of any public school could be entitled to compensation for services. Teachers for academies were required to be graduates of colleges or universities, and teachers of common schools to be competent to teach reading, writing, English grammar, arithmetic, and geography.

On the basis thus established the more settled counties seem to have set up schools, the census of 1850 showing 349 reported as public schools, with 360 teachers and 7,946 scholars, although no State funds or district taxes are reported as going toward their support.

ACTION AT THE TIME OF ENTERING.

The constitution under which Texas entered the Union in 1845 declared it to be the duty of the legislature to make suitable provision for maintenance of public schools. It also said: "The legislature shall, as early as practicable, establish free schools throughout the State, and shall furnish means for their support by taxation on property; and it shall be the duty of the legislature to set apart not less than one-tenth of the annual revenue of the State derived from taxation as a perpetual fund, which fund shall be appropriated to the support of free public schools, and no law shall ever be made diverting said fund to any other use; and until such time as the legislature shall provide for the establishment of such schools in the several districts of the State, the fund thus created shall remain as a charge against the State, passed to the credit of the free common school fund." The same instrument went on to provide against the alienation, except by temporary lease, of public lands granted for public schools, and to assure to each county its fair and equal share for such purpose.

INSTITUTION OF A SYSTEM.

For some time after the admission of the State the sparseness of the population and the disorders growing out of the war with Mexico hindered the carrying out of the excellent provisions of the constitution. But on the 13th of January, 1854, when the confusion of that war was at an end, and population was beginning to fill up the waste places of the State, an act to establish a system of schools was approved. By this act

*An act of January 16, 1850, extended to counties organized subsequently to these others the grant of the same amount of 4 leagues of land "for purposes of education."

†Apparently following again the example of the United States, Texas, in the same act, devoted a tract of 50 leagues of land to the establishment and endowment of 2 colleges or universities thereafter to be created, the cost of surveying this tract to come out of the general treasury.

$2,000,000 were set apart for a school fund in 5 per cent. bonds of the United States, the interest of this only to be annually used, and to be distributed among the counties for the support of schools, on the basis of the free white population in each county from 6 to 16 years of age. With a view to the establishment of schools to be supported from this fund the chief justice and county commissioners of each county were to be a board of school commissioners for the county, to lay it off into school districts, number these, and order an election of 3 trustees of schools in each district. The trustees elected were to hold an election in their districts for the location of school-houses, no change of such location to be made afterward without a new election; and until a good and substantial school-house with the necessary seats and other fixtures should be provided, no money for school purposes was to be drawn from the county treasury. The trustees were also to call together in due time the persons having children to be educated, and get from them an indication of the length of the school term and kind of teacher they desired, and the amount of salary they were willing to pay such teacher. They were then, observing these instructions, to employ teachers of suitable character and qualifications, and from time to time visit the schools and exercise a general supervision over them. If the funds from the State and from subscribers should not be sufficient to pay the salary of the teacher for the term agreed upon, the trustees were authorized to levy rate bills for the supplementing of that salary. Deficiencies from non-payment of these rates were to be made good for persons unable to pay them from the State taxes for schools, on the statement of the facts by the chief justice of the county.

To determine the rates of the State apportionment of its school funds, the assessors and collectors of taxes were to send up to the State treasurer each year a statement of the number of children of school age in each school district, and to file a like statement in the office of the county clerk.

The State treasurer was to be ex officio State superintendent of the public schools, and as such was to make record of the population of school age, as returned by the assessors and collectors, and make to the county treasurer an apportionment based on this record. The trustees of districts were to report to him annually by the first Monday in September, and he to report to the governor by the first day of October, the condition of the schools.

Nothing in this act, it was stated at the close, was to prevent the trustees of any district from employing the teacher of a primary department in any college or academy, or from converting such primary department into a common school for their district, if instructed to do so by the patrons of schools in it. This provision has since largely affected the public school system of the State, leading, in many instances, to the engrafting of public schools on private or incorporated ones.

The system thus instituted continued to be that of the State until the war of secession threw things again into confusion, and under it there was reported in the census of 1860 a total of 1,218 public schools, with 1,274 teachers, 34,611 pupils, and an income of $414,168; of this, $6,743 were from endowments, $15,847 from taxation, and $58,394 from public funds,* far the largest portion, about four-fifths, coming apparently from tuition fees.

Plainly enough, the schools were not yet in any proper sense free schools, when less than one-fifth of the cost of their support came from the State in aid of the payment of the teachers, and the remaining four-fifths from those who sent their children to them; this, too, although from May 13, 1846, one-tenth of the annual revenues of the State, in addition to the interest of the school fund, was said to have been appropriated for school purposes, according to the constitution.

THE SYSTEM FOLLOWING THE WAR.

On coming out of the war of the secession the State found its resources crippled, its school fund wasted, and its schools generally closed. Waiting a little to remedy the first evil, it undertook in its new constitution of 1866 to remedy the other two. This instrument, repeating in its article on education much of the phraseology of that of 1845, rededicated to the school fund, as a basis for the endowment and support of the free school system, "all the funds, lands, and other property heretofore set apart and appropriated for the support and maintenance of public schools," as well as any that might subsequently be set apart and appropriated. It further devoted to that fund all the alternate sections of land reserved out of grants to railroad companies or other corporations, together with one-half of the proceeds of all future sales of public lands. It took from the legislature the power to loan any portion of the school fund, and required the investment of its moneyed principal in bonds of the United States or of the

*It is evident from this statement (if the census returns are correct) that the interest of the $2,000,000 devoted to school fund by the law of 1854 was not at this time distributed according to that law. Perhaps an explantion may be found in the fact that in a law passed August 13, 1856, and approved on the 29th, the State authorized the putting of the school fund out of its own hands by loaning it to railway companies, most of whose roads were still incomplete, and whose capacity to fulfil pecuniary contracts was thus quite uncertain. Large losses from such risks very probably occurred at this time, as they certainly did afterward.

State of Texas, or in such bonds as the State might guarantee. It put under the control of the legislature lands granted or to be granted to the counties for public schools, requiring that the proceeds of the sale of them should be added to the school fund of the State and the interest arising be granted to the counties for their schools. And while giving to the legislature authority to levy a tax for educational purposes, to be distributed from year to year as it should be collected, it specially provided for a hitherto neglected class by directing that all the funds which should in such taxation be collected from Africans, or persons of African descent, should be exclusively appropriated to the maintenance of a system of schools for Africans and their children.

Renewed provision was made for the university* or universities before contemplated, as well as for four special schools; for the supervision of the new school system the governor, with the advice and consent of the senate, was directed to appoint an officer to be styled the superintendent of public instruction, whose term of office should be 4 years, and who, with the governor and comptroller, should constitute a State board of education, and have the general management and control of the common school fund and of common schools, under such regulations as the legislature might prescribe.

The constitution of 1869 did not materially alter these provisions, with one marked exception, save by additions to them. Thus it added that the superintendent of public instruction should, after the first term of office, be elected by the people; and while providing, like the former ones, for the institution of a uniform system of public free schools, it directed that the legislature should make attendance on these schools compulsory on all the scholastic population for at least 4 months yearly, unless the children should be instructed for that time elsewhere. It also added the remaining half of the proceeds of the sale of public lands to the half which had been previously devoted to the school fund. The exceptional change noted was significant: the appropriation of the taxes of colored persons to schools for their children was omitted, but the schools were made free to all.

Under these constitutional provisions a law was passed August 13, 1870, directing that a State superintendent of public instruction should be appointed by the governor to serve until the next general election, and then and thenceforward be elected by the people for the term of 4 years. Each organized county was made a school district, and each county court a board of school directors for it, with the duty of dividing it into subdistricts and of appointing annually boards of school trustees for these, as well as county examiners for teachers. The boards of school directors were to be subject to the direction of the State superintendent, and the boards of school trustees to be under that of the school directors, to aid them in locating and building school-houses and in employing and settling with teachers; no teacher, however, was to be employed or paid unless examined and certified by the county examiners. Private teachers were to be allowed to participate, as before, in the benefits of the school fund, when there was no public school in the district, but must, in order to do this, be examined and certified by the county examiners like others.

The public schools were to be taught at least 4 months each year, and the directors were to see that all children between 6 and 16 years of age were sent to them for that period, unless instructed elsewhere. For the support of them there was to be set apart one-fourth of the annual State revenue from taxation, the annual poll tax of $1, and the interest of the permanent school fund; but this was to go only for the payment of teachers' salaries and the expenses of the educational bureau, each county or district providing for the other expenses of the schools.

Acts of April 24, 1871, and of November 29 in the same year, amended this law, the former increasing the salary of the State superintendent, somewhat simplifying his duties, and directing him to appoint for each judicial district a supervisor of education; the latter directing the board of education, (now composed of the governor, State superintendent, and attorney-general,) to apportion anew the territory of the State into convenient educational districts, not to exceed 12 in number. And, when such division should be made, the superintendent, with the approval of the governor, was to retire all existing supervisors of education and appoint one for each of the 12 districts, he to hold office for 4 years, to act as an examiner of teachers, to subdivide the counties in his jurisdiction into convenient school districts, appointing for each, with the approval of the State superintendent, 5 school directors. These directors might levy taxes, not exceeding 1 per cent., for building school-houses and supplementing the State funds for sustaining schools. They were also to require the attendance on them of all the scholastic population of their districts for a term of at least 4 months each year, the penalty for non-attendance to be $25 and costs, to be collected from parents and guardians of non-attending children.

The first report of the superintendent under this system, to December, 1871, showed 1,324 schools existent, with 1,578 teachers, and an attendance of 63,504 out of 229,568 given as of school age in the census of 1870; the schools being supervised by 615 school directors in 123 counties, and by 35 district supervisors in as many judicial districts.

* The University of Texas had been established by law in 1858, and $100,000, with the 50 leagues of land set apart by act of 1839, had been appropriated to it for establishment and maintenance.

Of the schools, 1,107 were said to have been graded. The next report, for 1871–'72, showed 127,672 enrolled scholars, under 2,233 teachers, in 2,000 schools. That for 1872–'73 made the enrolment 129,542, under 2,297 teachers, the superintendent stating that private schools had been largely absorbed into the public school system.

NEW SYSTEMS UNDER NEW LAWS.

Under a law passed May 22, 1873, and amended May 2, 1874, and March 15, 1875, the State superintendency and county boards of directors were retained; the State board of education, the supervisors of the large districts, and the county examiners were dropped; the chairman of the county board was made ex officio county superintendent, with the duty of examining teachers; and the trustees of school districts, 3 in number, were now ordered to be elected by the voters of the district, instead of being appointed by the county directors as before. The compulsory feature of former laws was retained, but with larger exceptions as to the enforcement of it, and with a change of penalty for non-attendance from $25 and costs to a forfeiture of interest in the public school fund for the time of failure to attend, unless there was evidence of being taught for that time by a private school teacher with a public school certificate of competency. Schools for both white and colored children were provided for, and the previously allowed engrafting of public schools on private institutions was made more explicit and distinct.

Under this system there were reported, for 1873-'74, in private and public schools, 102,689 pupils under 2,491 teachers, the schools numbering 2,261; while for 1874-'75 the enrolment was, in 97 counties reporting out of 139 in all, 124,567 pupils under 3,100 teachers in 2,924 schools.

Still further change was made under the new constitution of 1875; a law being enacted in August, 1876, which dropped the State superintendency, county superintendency, and county boards of directors; threw the county school lands again into the hands of the counties; and substantially put the whole school system under the control of a revived State board of education and of voluntary school communities to be organized throughout the State. The school age was made 8 to 14, and the power of local taxation for school purposes abolished. The effect of these last changes seems to have been temporarily disastrous to the State school system; so much so, that no detailed report of it has been ventured on or possible since the autumn of 1875. A bright future, however, is predicted by the late superintendent, now secretary of the State board of education.

SUPERVISION.

The names of the State treasurers who, under the law of 1854, acted as State superintendents of the public schools have not been learned as this matter goes to press. Those who, under the constitution of 1866 and laws of 1871 and 1873 were State superintendents of public instruction were (1) J. C. De Gress, who, amid many difficulties, organized the new system under the former law; and (2) O. N. Hollingsworth, who brought it to its highest point under the latter law. He still, as secretary of the State board of education, watches over what is left of the school system he served from January, 1874, to April, 1876.

The changes among minor supervising officers have been sufficiently noticed in the preceding sketch of the school history.

ELEMENTARY INSTRUCTION.

CONDITION OF THE STATE SCHOOL SYSTEM.

A letter from the secretary of the board of education states:

(1) There was no report made of the public school affairs of this State for the scholastic year ending August 31, 1876.

(2) This hiatus in our public school affairs was caused by the action of our late constitutional convention in abolishing the office of superintendent of public instruction. The convention assembled on September 6, 1875, and it was known early in October that the terms of the new constitution would work a radical change in our public school system. The failure of the framers of the constitution to provide for future legislation for payment of teachers and school officers, under the then existing school law, for service performed after January 1, 1876, and prior to August 31, 1876, had the effect, in a great measure, to suspend public schools after the former date. On the 18th April, 1876, the new constitution went into effect and became the organic law of the State, and from that time to the 1st September, 1876, public schools were suspended. In fact, the schools were generally closed as early as January 1, 1876.

(3) The result of this complete revolution in our school affairs was general confusion, a failure upon the part of teachers to report to county superintendents, and a consequent failure of county superintendents and other school officers to report to the State department of public instruction while it was in existence.

(4) Under our former constitution the scholastic age embraced all between 6 and 18;

under the present all between 8 and 14. Under the former constitution and laws, a legal tax for school purposes was authorized in addition to one-fourth of the general revenue; under the present constitution and laws no local tax is authorized, but one-fourth of the general revenue and the entire interest on school bonds are set apart for school purposes.

The present school law determines a school community or district by the individual citizenship thereof, rather than by geographical lines, as was formerly the case. It is giving better satisfaction than any school law we have ever had. Reports so far received indicate a large increase in enrolment in our public schools. Some counties report 3,000 pupils within scholastic age enrolled in public schools. The reduction of the scholastic age necessitated the blending of our private and public schools under one supervision. The trustees of the public schools, appointed by the county judge, are authorized to contract for the instruction of pupils over and under the scholastic age, as well as those within the scholastic age. Parents, however, are required to pay the tuition of pupils over and under scholastic age.

(5) Between 6 and 18 years of age we have a population of about 500,000, and between 8 and 14 about 250,000.

(6) Our school year begins September 1 of each year, and ends August 31.

(7) Public schools are maintained under the present law on an average about 3 months. Some counties have run their schools 5 months. Trustees are limited in the payment of teachers to $1.50 per month for each pupil within the scholastic age.

(8) Five hundred thousand dollars were apportioned by the board of education to the various counties of the State for the support of public schools for the year beginning September 1, 1876.

(9) Each county has, of its own right, 4 leagues of land donated by the State to the counties for the benefit of public schools. Many of these lands are now being put upon the market and being taken at good prices on long interest payable annually, which interest is applied to the support of the schools. This will enable such counties as make sales this year to extend their school term next year to six months.

(10) I am confident I shall be able to make a good report in time for your next annual statement.

(11) I will be able this year to get a full and complete census, and hope to receive also satisfactory reports from county judges. Our public school system is upon a better basis, in many respects, than it has ever been, and I am hopeful of the future.

TRAINING OF TEACHERS.

NORMAL DEPARTMENT.

The normal department of Wiley University, at Marshall, in connection with academic studies, teaches normal methods, keeping of school records, and the school laws of Texas. The course covers a period of 2 years.—(Circular of university.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No information respecting public high schools in this State for 1876 has been received by this Bureau. Their place is probably largely occupied by private academies and seminaries under a provision of the school law which permits the blending of public free with private pay schools.

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 7 for girls, and 10 for both sexes, outside of the public school system, there have been reported to this Bureau 996 pupils under 51 teachers. Of these 118 are in classical studies, 227 in modern languages, 39 preparing for a classical course in college, and 84 for a scientific course. Mechanical drawing is taught in 2 of these schools, free hand drawing in 3, and vocal and instrumental music in 4. A chemical laboratory is reported by 1, philosophical apparatus by 2, and libraries of 130 to 1,200 volumes by 7, the aggregate number of volumes being 4,360.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Four preparatory departments and 1 preparatory school report a total of 10 teachers and 703 pupils, of whom 63 were preparing for classical and 65 for scientific courses. The school had a library of 1,200 volumes.

SUPERIOR INSTRUCTION.

COLLEGES.

Baylor University, Independence, (Baptist,) gives instruction, to males only, in all the branches of academic and collegiate education.—(Circular, 1876–'77.)

Salado College, Salado, (non-sectarian,) is for both sexes and embraces collegiate and preparatory departments.—(Catalogue, 1875.)

Southwestern University, Georgetown, (Methodist Episcopal South,) embraces in its curriculum 12 separate schools, viz, (1) mental and moral philosophy, (2) Latin, (3) Greek, (4) pure mathematics, (5) applied mathematics, (6) German, (7) Spanish, (8) English language and literature, (9) history and political economy, (10) chemistry and geology, (11) a commercial and (12) a preparatory school. The course is elective.—(Catalogue, 1876–'77.)

Texas Military Institute, Austin, (non-sectarian,) is modelled, as to discipline, after the United States Military Academy at West Point. The course of instruction, however, is widely different, embracing those branches of study usually taught in the best literary and scientific institutions. The military feature of the institute is entirely subordinate to the academic, having been adopted solely for the purpose of government and discipline and of affording the students physical exercise.—(Catalogue, 1875–'76.)

Trinity University, Tehuacana, (Cumberland Presbyterian,) embraces preparatory and collegiate departments, (the latter with a separate course for women;) also a law school, a school of modern languages, a commercial school, and music and ornamental departments.—(Catalogue, 1874–'75.)

Waco University, Waco, (Baptist,) has primary, preparatory, and collegiate departments, with classes in music, art, French, German, and Spanish. Both sexes are admitted.—(Catalogue, 1876–'77.)

Wiley University, Marshall, (Methodist Episcopal,) was established in 1873 for the especial benefit of the freedmen, though it is open to all races. It does not seem to have advanced beyond the condition of a preparatory school, and its statistics may be found in Table VI, Part 3.—(Circular.)

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of women report a total of 40 teachers and 353 students. Of the students, 123 were in preparatory departments, 158 in regular, 9 in partial, and 17 in post graduate courses. All these colleges teach vocal and instrumental music and painting; 4 teach French and German, 1 Italian, and 1 Spanish. Two have apparatus for the illustration of chemistry and 3 that for natural philosophy. The volumes in libraries aggregate 1,150 volumes.—(Returns, 1876.)

Statistics of universities and colleges, 1876.

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	...	...	...	...	...	...	...	...	...	...	...
Baylor University	8	2	40	75	$30,000	$16,000	$1,600	$2,000	$0	$0	1,350
Henderson Male and Female College.	9	....	110	.....	10,000	0	0	4,000	0	.....	.....
Marvin College	...	...	...	...	...	...	...	...	...	...	...
St. Joseph's College	10	....	70	70	20,000	.....	.....	3,000	.....	.....	2,000
Salado College	10	0	140	20	12,000	0	0	.....	.....	.....	200
Southwestern University	7	....	21	78	35,000	.....	.....	3,200	.....	.....	a1,600
Texas Military Institute	6	0	.....	100	75,000	0	0	6,000	.....	0	1,000
Trinity University	13	....	293	.....	45,000	.....	.....	7,200	.....	.....	.....
University of St. Mary*	9	0	65	.....	25,000	0	0	5,000	0	0	300
Waco University	12	1	200	b114	33,000	13,000	.....	11,000	0	0	1,200

* From Report of the Commissioner of Education for 1875.
a Includes society libraries. *b* Also 70 graduate students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

State Agricultural and Mechanical College, at Bryan, chartered in 1871, was organized in October, 1876. Out of the 90 students attending in 1876, 60 were pursuing a regular and 30 a partial course. Tuition is free.—(Return for 1876.)

LAW.

The law school of Trinity University furnishes a course of study including Blackstone's and Kent's Commentaries, Stephen (with Sayles) on Pleading, Parsons on Contracts, Greenleaf on Evidence, Story's Equity Jurisprudence, Washburn on Real Estate, and Spanish Law of Real Estate.—(Catalogue, 1874–'75.)

MEDICINE.

The Texas Medical College and Hospital, at Galveston, chartered in 1871, had its first session in 1873–'74. Twelve graduates received the degree of M. D. in 1876.—(Return, 1876.)

Statistics of schools for scientific and professional instruction, 1876.

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	6	....	90	5	$150,000	$174,000	$12,000	.....	....
SCHOOL OF THEOLOGY.									
Baylor University, (theological department)	2	....	10	3	.....	.....	.....	.....	....
SCHOOL OF MEDICINE.									
Texas Medical College and Hospital	7	....	18	4	.....	.....	.....	$3,120	40

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Texas Institution for the Blind, at Austin, reports an attendance of 60 pupils. The studies pursued during 1875–'76 were orthography, etymology, reading, writing, arithmetic, algebra, English grammar, geography, ancient and modern history, natural philosophy, natural history, Spanish, music, and telegraphy. The employments taught are broom, mattress, and pillow making, chair seating, sewing, beadwork, and knitting.

In the fall of 1874 an appropriation was made by the legislature of the State for the appointment of an oculist for the institution. The result has been that a number of skilful operations have been performed, thereby improving the sight of many and restoring sight to several who were in total darkness.—(Report of trustees and special return, 1875–'76.)

EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Austin, reports an attendance of 47, of whom 30 were males and 17 females. The studies pursued in it are "the ordinary branches of a plain English education." The only provision for mechanical employment is a printing office, in which 5 of the boys have been employed, and have made rapid progress in learning the art of printing.—(Report of superintendent and special return, 1875–'76.)

LIST OF SCHOOL OFFICIALS IN TEXAS.

STATE BOARD OF EDUCATION.

Members.	Term expires.	Post-office.
His excellency Richard Coke, governor	January, 1878	Austin.
Hon. S. H. Darden, comptroller	....do	Do.
Hon. A. W. De Berry, secretary of state	....do	Do.
Hon. O. N. Hollingsworth, secretary of board	.....	Do.

VERMONT.

SUMMARY OF STATISTICS.

	1875.	1876.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Youth of legal school age, (5 to 20)	87,451	92,577	5,126	.....
Of said age attending public schools	72,093	69,013	.....	3,080
Total attendance	74,069	71,325	.....	2,744
Average daily attendance	43,717*	39,474*	.....	4,243
Average daily attendance on each school	17.61	.....	.....	.....
Youth of school age attending other schools	5,888	6,175	287	.....
TEACHERS.				
Men teaching	.....	671	.....	.....
Women teaching	.....	3,688	.....	.....
Monthly salary of men	.....	$37 24	.....	.....
Monthly salary of women	.....	22 48	.....	.....
DISTRICTS AND SCHOOLS.				
School districts	.....	2,371	.....	.....
Fractional districts	.....	206	.....	.....
Common schools	2,545	2,519	.....	26
Average length of schools in days	121.9	120.9	.....	1.
Average weekly cost of schools	$7 23	$6 97	.....	$0 26
INCOME AND EXPENDITURE.				
Receipts.				
From local tax	476,107	445,965	.....	30,142
Interest on permanent funds, including rent of school lands.	40,145	34,193	.....	5,952
Total	516,252	480,158	.....	36,094
Expenditures.				
Teachers' wages, including board	$417,236	$437,471	$20,235	.....
Fuel and incidentals	58,145	60,562	2,417	.....
Building and repairs	124,117	67,011	.....	$57,106
Total cost of schools	599,498	565,044	.....	34,454

*The average daily attendance for 1875 is not given as a total in the report, but it is here made out by multiplying together the number of schools reported and the average daily attendance in each. That for 1876 is said by the superintendent to be too small for the entire State by reason of omissions in some of the returns.—(Note on p. 2 of appendix to State report.)

(Report for 1875 and 1876, and special return of Hon. Edward Conant, State superintendent of education, for 1876.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

State Reports, especially of 1874 and 1876; Barnard's Common Schools and Public Instruction; Letter from Superintendent Conant; Laws of Vermont from 1782; Williams's Compiled Statutes, pp. 140–158; General Statutes, Article Education.

THE ERA OF INDEPENDENT SCHOOLS.

Settled early by a people accustomed to the State school systems of New Hampshire, Massachusetts, and Connecticut, Vermont had schools before she had school laws to call for them. Feeling the want of education for their children, the first inhabitants, as soon as organized into communities, seem generally to have instituted such means of literary training as were practicable. An appendix to the State report for 1876 shows a steady succession of town actions looking to this end from 1761 to 1787. Instead of waiting, as in many of the States, for teachers to establish schools and invite the children to them, the people here set up the schools and then invited teachers. This early independency of action left its impress for some time on the system introduced, which was that of town or district schools controlled almost entirely by the communities that had established them. The first school law that appears upon the statute books, passed October 22, 1782, gave legal sanction to this system by authorizing towns too large for one school to divide themselves into convenient school districts, appoint trustees for the care of schools, and provide for establishing and supporting these schools, partly by rates and partly by taxes or subscriptions. The constitution of 1793, two years after the admission of Vermont as a State, finding this system already in existence, only gave further sanction to it by aiming to extend and perfect it, declaring that "a competent number of schools should be maintained in each town for the instruction of youths, and that one or more grammar schools should be incorporated and supported in each county in this State." A law of October 20, 1795, only enlarged the powers of districts and gave them a share of public school moneys proportioned to their number of children of school age.

THE ERA OF STATE SUPERVISION.

The first show of State control over the previously independent town and district schools was in 1797, when the legislature, October 31, undertook a little mild direction of them by enacting that each town should keep and support a school or schools for the instruction of youth in English reading, writing, and arithmetic,* and by requiring that a district failing to support a school for the whole year should not receive its portion of the town school tax. In 1825 legal provision for forming a State fund to aid the schools was made, and having shown that much regard for these literary nurseries of her children, though the contemplated bounty never reached the schools, the State ventured on a somewhat larger exercise of directive and supervising power by providing, November 9, 1827, (1) for a board of State commissioners of common schools, to recommend text books for them and to examine and report concerning them; (2) for superintending school committees in each town, to have general charge and supervision of town schools; and (3) for a collection and report of school statistics by the secretary of state. This law, however, going too far beyond the prevailing public sentiment of that time to meet with favor, proved unpopular and ineffective, and, except the superintending school committees, little of it long remained. Still, the idea of State supervision, as a necessity toward thorough schools and general interest in them, gradually grew and strengthened, and November 5, 1845, a law was passed creating a State, county, and town superintendency of schools; the first for supervising all school interests, the second for stirring up a stronger feeling in favor of them in the counties, and the third for improving the efficiency of the instruction in the towns. This, also, as respected the two first named officers, went against the prevailing partiality for town independency in such affairs, and November 5, 1849, the county superintendency was abolished; the State superintendency was dropped in 1851, and only town superintendence, which towns might have or not as they should choose, was left to survive.

November 18, 1856, the State again asserted her right to supervise the schools by creating a State board of education for general direction of public schools with a secretary, to whom were assigned most of the duties of a State superintendent. This system lasted until November 18, 1874, when the State board was abolished and the State superintendency resumed. It still continues.

Not now to name the members of the State board of school commissioners under the act of 1827 or of the State board of education under that of 1856, the representatives of State supervision have been: As superintendents of common schools, Horace Eaton, 1845–'50; Charles G. Burnham, 1850–'51. As secretaries of the State board of education, John S. Adams, 1856–'67; Andrew E. Rankin, 1867–'70; John H. French, 1870–'74. As State superintendent of education, Edward Conant, from 1874 to the present time.

During the service of the first State superintendents the power of districts to raise money by rate bills on pupils attending schools was limited to the two purposes of providing fuel for the schools and of paying for the board of teachers. Provision was also made for the holding of teachers' institutes. During that of the secretaries of the

*In section 19 of chapter 22 of the General Statutes these studies are increased by the addition of English grammar, geography, history, and Constitution of the United States, with special instruction in the geography and history, constitution and principles of government of the State of Vermont.

State board of education the proper grading of schools received attention, rate bills were abolished, normal schools established, and State certificates to teachers, avoiding the necessity for continual reëxamination, were provided for. During that of Mr. Conant provision has been made for county examination and licensing of teachers, for a renewal at the normal schools of State licenses to teach, and for the establishment of training schools in connection with graded schools.

ESTABLISHMENT OF NORMAL SCHOOLS.

The earliest school for the training of teachers of which record is made was a "select school" taught at Danby during the years 1785 to 1788 by Jacob Eddy, the Quaker town clerk, it being "expressly for the purpose of training young men for the vocation of teaching." A similar work, and a most influential one, was done for ladies by Mrs. Emma Willard, in her school at Middlebury, commenced in 1814. In 1823 Rev. S. R. Hall established the Concord Academy, in which was instituted, in 1824, a regular normal school course, which was continued for six years. In 1840 we find a teacher's department with a three years' course of study in Craftsbury Academy, also organized by Mr. Hall. In 1847 a normal school and teachers' institute was begun, and continued two years, at Brattleboro', by Rev. Addison Brown, then county superintendent of common schools for Windham County. At this time the formation of teachers' classes in the academies had become very general; it has been continued in the best of them to the present time, with good results.

In 1861 a school for teachers was established in the Orange County Grammar School at Randolph, the school for several years retaining its classical department, while giving primary importance to the preparation of teachers. In 1866 the classical department was given up, and the school was entirely devoted to the preparation of teachers. In the following year it became a State normal school, in accordance with a law passed by the legislature of 1866 providing for the establishment of three State normal schools.

The Lamoille County Grammar School, at Johnson, through the joint action of its trustees and the board of education, became a State normal school, and began operations as such on the same day with the Randolph school.

In the course of the same year a third normal school was established at Castleton, in connection with the Castleton Seminary.

What is peculiar in the normal school system of Vermont is the mode of attempting to utilize, direct, and supplement local forces for the purpose of training teachers for the common schools of the State.—(State report for 1875–'76, pp. 33–36.)

SCHOOL FUNDS.

The funds employed for the support of the common schools are mostly derived from four sources: the rent of school lands, income from the United States deposit fund, taxes on the grand list of the towns, and taxes on the grand list of the districts. The money accruing from the first three of these sources in the towns having school districts constitutes the public money which is divided among the districts. This public money is about one-sixth part of the whole sum expended for the support of schools, and in most towns is largely derived from a tax on the grand list of the town known as the State school tax. This public money, from whatever source derived, is the property of the town, which is held accountable by the State for the right use of it in the support of schools. The State school tax varies from a certain number of mills to 9 cents on the dollar of the grand list. In some towns a town school tax is voted in addition to the State school tax and in others to the exclusion of the State school tax, carrying the tax on the grand list of the town in some cases up to 20 cents on the dollar. The number of towns having school districts and not reported as raising a school tax on the grand list of the town is small. We have, then, remarks the superintendent, 241 republics organized as pure democracies, possessed of large municipal powers, each voluntarily accepting the support of schools as a part of its duty, and each acting upon the principle that the school is of benefit to every citizen and that every citizen is bound to contribute to its support.—(State report for 1875 and 1876, pp. 36–38.)

ELEMENTARY INSTRUCTION.

ATTENDANCE.

There are few towns in the State that do not report the number of children of school age and the number attending school. Taking those that report both items it appears that not quite 77 per cent. of the children of school age are attending the common schools. Taking those towns that report both the number attending and the average daily attendance, it appears that the latter is less than 60 per cent. of the whole number attending, or only about 48 per cent. of the number of children of school age. It should, however, be remembered that a few thousand children are attending schools other than the common schools; that the school age extends to 20 years, and that many complete the course offered in the common schools before reaching that age. But after making all reasonable allowances the percentage of attendance is regarded

as quite too small. Although the State has provided schools for the accommodation of all the school population, it is found that less than half that population is in average daily attendance. How to secure a larger enrolment and a larger average attendance is felt to be among the most important of questions.—(State report for 1875 and 1876, pp. 45–47.)

COMPULSORY LAW.

The question being settled that provision for the education of all must be free to all, that all the property and that every poll must contribute to the support of schools, the next step is to the assertion that all children must be taught in the schools. This assertion has already been made. The compulsory acts of 1867 and 1870 have this idea as their foundation, but it is a question whether these laws have yet had any perceptible effect on school attendance. One of the prime needs of the educational system is felt to be a compulsory law that shall be effective, but that shall not infringe upon the citizen's sense of personal freedom. How to construct a law that shall send every delinquent child to school and yet increase rather than lessen his and his parents' feeling of independence, is a problem that presses for solution.

In the mean time it is believed that with improvements in the construction and furnishing of school-houses, and with skilful teachers in them all, a large improvement in attendance might reasonably be expected. A larger attendance of the older children might be secured in many towns and neighborhoods by the maintenance of a higher school, which would also direct and stimulate the labor of the lower schools. Moreover, a profitable division of the time for the school terms might be made in many districts; for instance, the substitution of a fall for a winter term where the children are small.

Finally, it is suggested that when the period for constitutional amendment arrives, a strong inducement to school their children might be placed before many citizens by the introduction of an educational test as a qualification for voting and holding office.—(State report for 1875 and 1876, pp. 44–49.)

GRADED SCHOOLS.

The first enactment in the State looking toward a gradation of the common schools was passed in 1841, and the first act making complete provision for such gradation was passed in 1844. There are now 33 graded schools reported, while several others not reported are known to exist. These schools are established by the people of the towns or school districts in which they are, and (except the high school department in one case) are free to all the children of the town or school district. Thus, in 28 villages of the State, the child of the poorest citizen can be fitted to enter the best scientific schools, and in 25 villages he can be prepared to enter college or any department of the university. That such facilities have been created in so many places within the period of one generation, by the silent and voluntary action of the people of the localities, gives assurance that the school system is well founded, and that further progress will certainly be made.

But the opening of facilities for higher education to all is not the only, perhaps not the chief, advantage of the graded school. It is believed to be a better school for instruction in the common branches, throughout the whole course in them, and a better school in its social and moral training than the ungraded school is or can be.

Attention is called to a table showing the rate per cent. of taxation in the graded school districts, from which it appears that not only is the rate low in proportion to the advantages secured in comparison with other districts, but that in a majority of the towns where there are graded schools the highest school tax is not paid by the inhabitants of the graded school district.—(State report for 1875 and 1876, pp. 25–29.)

CENTRAL SCHOOLS.

The law provides for the establishment of a central school or schools by the town, without disturbing any existing district arrangements. Under this plan a moderate tuition fee is charged to each pupil and the income so derived is applied to defray the expenses of the school, and any expense not so provided for is assessed on the grand list of the central school district. The advantage of this plan over the select school or the unfunded academy is that the grand list furnishes a sure basis of support for the school, while the charge for tuition may be reduced to a merely nominal sum, making the school essentially free.—(State report for 1875 and 1876, p. 29.)

LENGTH OF SCHOOL YEAR.

The several school districts of a town are each required to maintain a school for 20 weeks during a school year in order to be entitled to draw any part of the public money for that year. The average number of weeks of school for the year ending March, 1875, was 24.38; for that ending March, 1876, it was 24.18; while for this last year 109 districts reported having less than 20 weeks of school, and 71 districts paying the highest school tax in town, and 46 paying the lowest, had but 20 weeks of school. The

question as to whether this amount of schooling is sufficient has been discussed, and the opinion of town superintendents obtained in respect to it, 180 of the 240 superintendents declaring themselves in favor of an increase. Three-fourths of the whole number, and a majority in each county, think the sessions are too short. The obstacles in the way of requiring a longer school term may be removed, it is suggested, (1) by a union of districts, in consequence of which not only will the longer school be supported without increase of taxes, but a better school will be secured because of the added interest arising from a greater number of pupils; (2) by the adoption of the town system, under which the taxes for the support of schools are made equal throughout the town.—(State report for 1875 and 1876, pp. 42-44.)

SCHOOL LANDS.

In most towns of the State are found school lands. These are lands the rent of which is devoted to the support of the common schools, the county grammar schools, the State university, and particular institutions designated by the donors. Of the lands whose rent is devoted to the support of the common schools some were set apart for that purpose in the original charter of the town, some were set apart in the charter as glebe lands and afterward were by an act of the legislature devoted to the support of schools, and others were given by individuals or by corporations for that purpose. The annual income from the lands rented for the support of common schools, according to the returns of 1875, which were obtained as the result of much correspondence with town superintendents and town clerks and are probably correct, is $15,165.29.—(State report for 1875 and 1876, pp. 40, 41.)

CITY SCHOOL SYSTEMS.

BURLINGTON.

Officers.— A board of school commissioners of 5 members, 1 from each ward, with the city superintendent, who is president.

Statistics.—Estimated population, 15,000; children of school age, (5-20 years,) 3,207; enrolled in public schools in winter term, 898; average daily attendance, 727; in spring term, 862, average daily attendance, 758; in fall term, 1,002, average daily attendance, 820. In private schools there was an estimated average attendance of 1,045 pupils, making a total enrolment of about 2,500 children, and an average daily attendance of 1,870 in public and private schools, leaving 707 children apparently not attending any school. Teachers, 30; salaries of these, $180 to $2,000; salary of superintendent, $1,000. Receipts for public schools, $20,001.46; expenditures, $20,502.90. Value of school property, $87,775.

Remarks.— The public schools of the city embrace primary, mixed, intermediate, grammar, and high. They are not yet perfectly graded, and the importance of regular attendance is not properly appreciated, but progress is being made as rapidly as can be expected. Methods of instruction have been greatly improved. The buildings are commodious enough to accommodate 40 per cent. more pupils than at present attend. The teachers are the best that fair salaries can secure, and men of wealth, instead of opposing the public schools as formerly, give them their cordial support. The high school is in excellent condition. Music is successfully taught in all the schools.—(Return to Bureau of Education and Burlington report, 1875–'76, Charles J. Alger, superintendent.)

RUTLAND.

Officers.— A board of school trustees of 9 members, including the president and secretary.

Statistics.— Population, 7,000; children of school age, (5-20 years,) 1,513; enrolled in public schools, excluding duplicate enrolments, 675; estimated enrolment in private and parochial schools, 300; average attendance not given. Teachers in public schools, 20; pay of these, $362 to $1,800. Receipts for public schools, $9,400; expenditures, $10,873.50. Estimated value of school property, $25,000.

Remarks.—The schools are graded into primary, secondary, intermediate, grammar, and high. The high school provides two courses, English and classical. There were engaged in classical studies, 44 pupils; in French, 19; in German, 6.—(Report of Rutland graded schools, 1875–'76, and return to Bureau of Education.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State superintendent reports that the three normal schools have gone quietly forward with their accustomed work and have accomplished as much as, with their facilities, could have been expected. The faithful labor performed in them has been rewarded with increased confidence and patronage; and while some of the graduates

have entirely failed in their attempts to teach and govern the schools, continually increasing numbers of them are found in important positions. It is noticed that in those towns where normal graduates have been employed as teachers for the longest time and in the largest numbers both the school officers and the people are most desirous to secure the same or other normal graduates.

The normal school in the first district has suffered from a too frequent change of teachers, and from the attempt to carry on two schools with means not more than sufficient to sustain one. The latter evil has now disappeared, the trustees having decided to dispense with the Castleton Seminary and to use all their resources for the maintenance and development of the normal school.

The trustees of the normal school in the second district have within two years secured a small endowment fund, enlarged their school building, and added a model school. They look confidently forward to a prosperous future.

In the third district the trustees of the normal school have diminished and nearly extinguished the debt of the corporation, while at the same time the school has increased in numbers, and has secured in a larger degree the confidence of the community around it.

The whole number of graduates from the three schools for the two years 1875 and 1876 is 188, of whom 154 were from the first course and 34 from the second. In the Randolph School the aggregate attendance was 449 in 1875; in 1876 it was 579. Of the latter aggregate, 68 were connected with the model school. The total number of graduates at this school since its commencement is 408, of whom 132 were men and 276 women. The attendance at the Johnson School in 1875 was 46; during the spring and summer terms of 1876 it was 52. The total number of graduates from the commencement of the school was 161. At the Castleton School the number of different pupils present in 1875 was 66; average attendance, 49. In 1876 the number of different pupils was 62; average attendance, 37. Number of graduates since organization, 114.

The annual appropriation to these schools is $1,500 to each, of which $500 are to be expended in aiding the schools and $1,000 in assisting pupils attending. The $500 have in each normal school been applied to the payment of teachers' salaries. The $1,000 have been used, wholly or in part, for scholarships.—(State report for 1875 and 1876, pp. 10–12, 63–90.)

TEACHERS' INSTITUTES.

These have been held in 13 counties of the State, the total enrolment of teachers being 761, which number is estimated as about one-third of the attendance. It was the aim of the State superintendent in these meetings to show what the school system of the State really is; what instruction it provides for and requires to be given; to offer suggestions relative to the same and to the government and organization of schools; and to awaken an increased interest in education among the people. In this endeavor he was heartily and ably seconded by those assisting him.

In addition to the institutes, several educational meetings were held for a day and an evening, the work of which was similar to that of the institutes. It is the opinion of the superintendent that such a modification of the law as would authorize him to hold two or three similar meetings each year in the counties not calling for an institute would serve to promote the cause of education.—(State report for 1875 and 1876, pp. 4–7.)

SECONDARY INSTRUCTION.

PUBLIC HIGH OR GRADED SCHOOLS.

The State superintendent gives a table embracing statistics of 33 graded schools which reported to him. Several others, he remarks, entitled to a place in that table do not report to him. Of those reporting, 9 have, during the school year 1875–76, graduated students from their college preparatory course, the total number of graduates being 37; 20 report students in preparation for college; 28 report that Latin is taught, and 29 that the higher English branches are taught. In 28 of these schools the student is prepared to enter the best scientific schools, and in 25 to enter college.—(State report for 1875 and 1876, p. 25.)

PRIVATE SECONDARY SCHOOLS.

In 3 schools for boys, 4 for girls, and 21 for both sexes, outside of the public school system, there have been reported to this Bureau 2,849 pupils, under 114 teachers. Of these, 644 are in classical studies, 334 in modern languages, 278 preparing for a classical course in college, and 28 for a scientific course. Mechanical drawing is taught in 10, and free hand in 13, of these schools; vocal music in 19, and instrumental music in 25. Chemical laboratories are reported by 17; philosophical apparatus by 17; libraries of 50 to 3,160 volumes by 18, the aggregate number being 13,471.

PREPARATORY SCHOOL.

Burr and Burton Seminary, Manchester, reports 71 pupils engaged in studies preparatory for college, of whom 60 are preparing for a classical and 11 for a scientific course. Ten of its pupils entered college and five entered scientific schools at the close of the academic year 1874–'75. The school has apparatus for the illustration of chemistry and natural philosophy, and a library of 1,000 volumes.—(Return, 1875–'76.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF VERMONT.

This university, located at Burlington, comprises in its curriculum a department of arts, embracing the usual academical course in languages, mathematics, physical sciences, philosophy, rhetoric, literature, and history; a department of applied science; and the department of medicine. Students may 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, equivalent substitutions may be made by express permission of the faculty. Both sexes are admitted.—(Catalogue of university, 1875–'76.)

OTHER COLLEGES.

Middlebury College, Middlebury, (Congregational,) has the usual academic course of 4 years. During the winter and spring terms of the junior year prominence is given to the study of German. A permanent fund for the enlargement of the library has been established by recent action of the corporation.—(Catalogue, 1876–'77.)

Norwich University, Northfield, (Protestant Episcopal,) has a classical and scientific course, each of 4 years, and a special course in philosophy of 3 years, meant to meet the wants of those who wish to enter the profession of medicine or of law.—(Catalogue, 1874–'75.)

COLLEGE FOR WOMEN.

The Vermont Methodist Seminary and Female College, at Montpelier, reports 10 teachers and 99 students, of whom 58 were in regular and 41 in partial courses. The course of instruction covers 4 years, and includes vocal and instrumental music, drawing, painting, French, and German. The institution has apparatus for the illustration of chemistry and natural philosophy, a gymnasium, and a library of 775 volumes.—(Return, 1875–'76.)

Statistics of a college and universities, 1876.

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	2	.....	53	$125,000	$180,000	$12,000	$600	$0	$70,000	a14,900
Norwich University	6	.....	.....	50	20,000	.....	.....	.....	.....	.....	a2,600
University of Vermont and State Agricultural College.	9	1	.....	66	244,000	29,250	1,755	3,257	3,600	13,500	a19,327

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural and Scientific Department of the University of Vermont embraces 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 which coincides substantially with the regular academic course save that Greek is omitted and its place supplied by substitutions from the department of science. These courses cover a period of 4 years, and lead to the degrees of B. P., C. E., and M. E. Annual charge to each student for

tuition, $45. Number of free scholarships, 15. Both sexes are admitted.—(Catalogue of university, 1875–'76, and special return.)

In the *Scientific Department of Norwich University* there is a course of 4 years, leading to the degree of B. S. The course includes, besides mathematics and higher English studies, Latin and German.—(Catalogue, 1874–'75.)

MEDICINE.

The Medical Department of the University of Vermont requires for graduation 3 years, study of medicine with a regular practitioner, and 2 full courses of lectures in some medical school recognized by the American Medical Association, the last course in this institution.—(University catalogue, 1875–'76.)

SPECIAL INSTRUCTION.

VERMONT REFORM SCHOOL.

This school, established in 1865 and located at Vergennes, reports, for 1875–'76, 138 inmates, of whom 125 were boys and 13 girls. Of the whole number, 133 were white and 5 colored, 102 foreign and 36 native born. The age of commitment is between 10 and 12. The studies taught are reading, writing, spelling, arithmetic, geometry, and geography. The employments are caning chairs, shoemaking, farming, and housework.—(Return, 1876.)

EDUCATION OF DEAF MUTES AND THE BLIND.

Having no institution of her own for the instruction of these classes of pupils, Vermont provides for the training of such as need her care in the institutions of other States.

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

A notice of the meeting of this association, February 3, 1876, was included in the report of the Commissioner of Education for 1875, page 419. No information of any other meeting for that year is in hand.

OBITUARY RECORD.

HON. JOHN S. ADAMS.

The New-England Journal of Education for May 13, 1876, contained the following notice of this gentleman, said to be from the pen of President Buckham, of the University of Vermont:

"Died, in Florida, of consumption, John Sullivan Adams, for many years secretary of the board of education of Vermont. Mr. Adams was a remarkable man. He inherited strong qualities from his father, a rough courage, impetuous zeal, deep loves and hatreds. He was a ready and apt speaker, could gather and interest larger audiences than any man of his time in Vermont, and was capable, on occasion, of a real eloquence which few public men can approach. He knew the people of Vermont thoroughly—knew how to manage them for their own good. He could argue, flatter, scold, ridicule, according as the needs were, and rarely failed to make his hearers see as he saw, feel as he felt. On the organization of the board of education, in 1856, Mr. Adams was appointed secretary; he threw himself into the pioneer work which was then most needed, and for which he was admirably fitted, with all the ardor of an enthusiast. In this work he labored eleven years, with the greatest energy and the most useful results to the school system of Vermont. The State owes to few of the public men who have devoted themselves to her highest interests a greater debt of gratitude than to Mr. Adams. The city of Burlington, which was his residence for most of his life, has named one of its public schools after him."

CHIEF SCHOOL OFFICIAL.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*

VIRGINIA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 5 to 21 years of age	280,149	280,149	.....	.....
Colored youth 5 to 21 years of age	202,640	202,640	.....	.....
Total of legal school age	482,789	482,789	.....	.....
Whites of said age enrolled in public schools.	129,545	137,678	8,133	.....
Colored of said age enrolled in public schools.	54,941	62,178	7,237	.....
Total enrolled	184,486	199,856	15,370	.....
Average daily attendance, (whites)	74,056	80,521	6,465	.....
Average daily attendance, (colored)	29,871	34,722	4,851	.....
Total attendance	103,927	115,243	11,316	.....
Pupils over 21	581	721	140	.....
Pupils studying higher branches	6,794	7,382	588	.....
Per cent. of school population enrolled.	38.2	41.4	3.2	.....
Per cent. of school population in average daily attendance.	21.5	23.9	2.4	.....
TEACHERS.				
White teachers in public schools	3,723	3,984	261	.....
Colored teachers in public schools	539	636	97	.....
Men teaching in the public schools	2,711	2,913	202	.....
Women teaching in the public schools	1,551	1,707	156	.....
Monthly salary of men	$33 52	$34 95	$1 43	.....
Monthly salary of women	28 71	30 37	1 66	.....
SCHOOLS.				
Schools for whites	3,121	3,357	236	.....
Schools for colored children	1,064	1,181	117	.....
Length of school in days	112	113	1	.....
Graded schools	155	161	6	.....
School-houses used	4,561	5,825	1,264	.....
Owned by districts	1,256	1,499	243	.....
Having good furniture	676	1,750	1,074	.....
Built during the year	292	333	41	.....
Value of school property	$757,181	$851,731	$94,550	.....
INCOME AND EXPENDITURE.				
Receipts.				
State tax	$452,220*	$426,000	.....	$26,220
Local tax	620,411†	663,529‡	$43,118	.....
Interest on permanent fund	65,491	48,596	.....	16,895
Other sources	77,232	77,200	.....	32
Total	1,215,354	1,215,325	.....	29
Expenditures.				
Sites, buildings, and furniture	$94,582	$83,013	.....	$11,569
Libraries and apparatus	2,696	1,008	.....	1,688
Salaries of superintendents	48,668	46,800	.....	1,868
Salaries of teachers	726,300	783,025	$56,725	.....
Miscellaneous or contingent	151,150	155,833	4,683	.....
Total	1,023,396	1,069,679	46,283	.....

Summary of statistics—Continued.

	1874–'75.	1875–'76.	Increase.	Decrease.
PER CAPITA EXPENDITURE—				
On school population	$1 93	$2 05	$0 12	
On enrolment	5 05	4 95		$0 10
On average attendance	8 96	8 59		0 37
SCHOOL FUND.				
Amount of school fund	1,430,645	1,430,645		

* Includes unexpended balance from last year of $29,220.33.
† Includes unexpended balance of $146,433.85.
‡ Includes unexpended balance of $172,130.18.

(Reports for 1874–'75 and 1875–'76 of Hon. W. H. Ruffner, State superintendent of public instruction, and special returns to the Bureau of Education, 1875 and 1876.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Laws of Virginia from 1796; Shepherd's Statutes at Large, vol. 2, pp. 3–5; Tate's Digest, 1841, pp. 659–676; Code of Virginia, 1849, pp. 371–381; 1860, pp. 413–429; 1873, pp. 92, 93, 678–704; Reports of Hon. W. H. Ruffner, from 1871 to 1876; Barnard's Common Schools and Public Education; Census Returns.

FIRST GENERAL SCHOOL LAW.

The early settlers in Virginia brought with them from England no such ideas with respect to public education as the Pilgrims of the Mayflower had imbibed in Leyden; and as the climate and the soil of the more southern State led to a broader and quite different style of agriculture, the dispersion of the people over large plantations made any education, save in family schools, quite difficult for long years, outside of Jamestown. The settlers thus became accustomed, far too soon, to the habit of training their children in their homes by private tutors and of leaving those of their overseers and poor white laborers to grow up as illiterate and uncared for serfs; this, too, while schools for Indians were thought of, and various efforts made to bring these woodland savages under some literary and Christian culture.

It was not until 1779, a hundred and seventy-two years after the settlement of Jamestown, that a bill to provide education for this long neglected class, as well as others, was introduced into the general assembly. It had been framed by Wythe and Jefferson, and was backed by their great influence, but it failed to pass; partly, perhaps, because of the then threatening aspect of the war, and partly from a cause which Jefferson himself explains.* The idea, however, was not abandoned by its originators, and on December 22, 1796, when the country had become quiet, and prosperity had returned after the war, the main features of the former bill were passed, and on January 1, 1797, became law. This "act to establish public schools" provided (1) that in every county there should be chosen annually, at the regular State election, by the electors qualified to vote for delegates, three of the most honest and able men of the county, to be called aldermen; (2) that said aldermen, on the second Monday of May, should meet at the court house of their county and consider the expediency of carrying the provisions of the act into execution; (3) that if it seemed expedient to do so, they should proceed to divide their county into sections of convenient size for school districts, and on the first Monday of September following were to have the householders in these sections assembled by previous notice at a fixed place to determine the most

* Writing to Dr. Priestley, January 27, 1800, Mr. Jefferson thus sketched his plan and its failure: "About twenty years ago I drew a bill for our legislature which proposed to lay off every county into hundreds or townships of five or six miles square. In the centre of each of them was to be a free English school. The whole State was to be laid off into ten districts, in each of which was to be a college for teaching the languages, geography, surveying, and other useful things of that grade; and then a single university for the sciences. It was received with enthusiasm, but, as I had proposed that William and Mary, under an improved form, should be the university, and as that was at that time pretty highly Episcopal, the dissenters after a while began to apprehend some secret design of a preference for that sect. About three years ago they enacted that part of my bill which related to English schools, except that, instead of obliging, they left it optional in the court of every county to carry it into execution or not."

favorable location for a school-house; (4) that, on this determination being reached, the aldermen were to forthwith proceed to have a school-house built, and subsequently to see that it was kept in repair; (5) that "at every of these schools" should be taught reading, writing, and common arithmetic, and that all the free children, male and female, resident within the respective sections should be entitled to receive tuition gratis for the term of three years, and as much longer at their private expense as their parents, guardians, and friends should think proper; (6) that the aldermen should from time to time appoint a teacher to each school, and remove him as they should see cause; (7) that they, or some one of them, should visit every school once in six months at least, examine the scholars, and superintend the conduct of the teacher in everything relating to his school; (8) that the salary of the teacher, with the expense of building and repairing a school-house, should be defrayed by a tax on the inhabitants of the county, to be collected by the sheriff as other taxes were, and to be paid to the aldermen at the time appointed for the payment of county levies by the sheriff.

The mayor, aldermen, and common council of the several boroughs and corporations within the State were to have power to adopt and carry into effect in their respective corporations the principles and provisions of this act, as to them should seem expedient, distinct from the counties in which they were comprehended.

The force of this act—in general most excellent and wise for that day—was greatly weakened, not only by leaving it to the aldermen to determine whether a school organization for their counties should be undertaken, but also by a concluding proviso which left it to the court of each county to determine in what year the first election of aldermen should be made, and said that until the courts had so determined no such election should be held.

How far the discretion thus allowed was exercised, or what number of schools was put in operation under the act, does not appear from any documents accessible; but, whatever may have been effected, this first law, so generally good in its provisions, was before very long replaced by a more objectionable

SECOND LAW.

A literary fund, intended, like the school funds of other sections, to aid education in the State, was created February 2, 1810, and to it were given all escheats, fines, forfeitures, and derelict rights in property. The charge of this fund was put into the hands of a board of trustees or directors composed of the governor and two chief officers of the State; in 1816 they were called on by the legislature to present a report on a system of education for the State. A bill kindred in most points to the preceding law, but without its weakening discretionary features, was presented, and passed the assembly February 21, 1818, becoming a law March 1. This law provided that in counties, cities, and towns represented in the legislature, and in the borough of Norfolk, the courts should appoint from 5 to 15 discreet persons to serve as school commissioners for a year, or till their successors should meet and organize. These commissioners were to meet at the court house, the first day of the first session of the court after their appointment, to choose a clerk and treasurer for their body, the former to keep record of proceedings, the latter to hold and disburse the quota of the literary fund assigned to the commissioners. This quota being for a school or schools in the county, town, or city, they were to determine among themselves how many poor children they would educate and what sum should be paid for the education of them. Then, each commissioner having power to select a certain number of such children, these were, with the consent of their parents or guardians, to be sent to the most convenient school, to be taught reading, writing, and arithmetic.

There were changes in the law made subsequently, at one time, February 24, 1821, allowing colleges, academies, and intermediate schools to share the benefits of the literary fund by having poor scholars paid for from it after primary schools had been provided for; at another, February 25, 1829, providing for the defrayment from this fund of two-fifths of the expense of building a school-house in any commissioner's district where the inhabitants should become responsible for the remaining three-fifths, as also for employing only teachers that had been examined and approved; but whatever changes were enacted up to 1846, these prime points of objection still remained: (1) The law did not constitute a public school system, sustained by general taxation and wholly under county and State control, but only one for utilizing private schools as means for educating public pupils; (2) that instead of opening a free education to all the free children of the State, as did the former one, it only opened it to "indigent children," who, as unable to pay their own way through the schools, were to have it paid for them as a State charity. A sense of self-respect was thus crushed out of the recipients of the benefit, a distinction of "poor scholar" and "pay scholar" was introduced, and few children could well brave the former designation.

Of the whole school system under this law, Governor McDowell, in his message to the legislature, January, 1843, said that after having existed for thirty years it gave

only 60 days' tuition to one-half the "indigent" children of the State as its grand result; and that it was, therefore, little more than a costly and delusive nullity which ought to be abolished, and another and better system established in its place.

THIRD LAW.

March 5, 1846, there was, in connection with an amendment of the "poor school system," a law passed to establish a "district public system." This provided, like the amended former law, for boards of school commissioners, to be appointed by the county courts, who should lay off the county into school districts of convenient size, each of which districts should be under the charge of 3 trustees, serving for one year terms, 2 of them chosen by the people and 1 by the commissioners. But, unlike the last law, it went on to enact that "in each district a school shall be established in which shall be thoroughly taught reading, writing, and arithmetic, and (where it is practicable) English grammar, geography, history, (especially of the State of Virginia and of the United States,) and the elements of physical science, and such other and higher branches as the school commissioners may direct; and all the white children, male and female, above the age of 6 years, resident within the respective districts, shall be entitled to receive tuition at said schools free of charge." Provision was also made for the purchase of school sites, for the erection and furnishing of buildings, for the appointment of examined teachers, and for keeping of registers and making of returns by them, with visitation and examination of the schools by both the commissioners and trustees; while for meeting all expenses additional to what might be defrayed from each county's quota of the literary fund, there was to be a uniform rate of increased taxation on all existing subjects of the revenue tax and county levy.

This was a vast improvement, and had it been made mandatory upon every county and only optional with cities and incorporated towns, it might have changed immensely the educational condition of the old State. But unfortunately, as with the law of 1796, it was left optional with counties to adopt it or reject it, and the result was a failure to secure any State system, as before. The census of 1850 showed, three years after the enactment of the law, only 67,438 pupils, in 2,937 public schools, (so called, though many were but private schools in which some public fund pupils were instructed.) And that the greater part of these were not free scholars is evident from the fact that more than half the income of the schools was from other sources than endowments, taxes, and public funds. It was not greatly better in 1860, when the returns of the census reported 3,778 schools, with 85,443 pupils; for though the income from taxation and from public funds was larger than before, that from other sources was now more than three-fifths of the whole, so that probably not more than two-fifths of the pupils, or 34,176, were at public charge.

FINALLY A STATE SYSTEM.

When, after the civil war of 1861-'65, Virginia came again into the Union, her amended constitution of 1870 provided for 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. In this system normal schools were to have a place and agricultural and graded schools were authorized. For supervision of the whole, there was to be a superintendent of public instruction elected by joint ballot of the general assembly within thirty days after its organization under this constitution and every fourth year thereafter, with a board of education, to be composed of the governor, superintendent of public instruction, and attorney general. There was also provision for county superintendents and district trustees of schools, for aid from the literary fund and from State taxes for the whole system, and for supplementing this aid through county and district taxation not to exceed 5 mills on the dollar.

In accordance with these constitutional provisions, an excellent school law was approved July 11, 1870, and under it the system was at once inaugurated by Hon. W. H. Ruffner, appointed in March preceding State superintendent of public instruction, with the aid of the other members of the State board. It met, in general, a cordial welcome, as better than any one possessed before, and has gone on increasing in efficiency and favor from the outset until now. Dr. Ruffner's first report, for the year ended August 31, 1871, showed an enrolment in public schools of 130,496 pupils, and in all schools of 157,841—an immense advance on any previous year. In 1873 the enrolment in public schools had reached 160,859, and in 1876 was reported to be 199,856. The schools, too, are now open and free to every person of school age residing in the districts where they are maintained, although, as in the other Southern States, a still strong public sentiment requires the instruction of colored and white pupils in separate schools. Dr. Ruffner continues to administer the system as State superintendent.

No normal school has yet been established by the State, but things are tending toward one, and the instruction of teachers for the colored population is indirectly furthered by the State, through its giving to the Hampton Institute, where many such teachers are in training, a portion of the revenue from the agricultural college fund.

There is a State institution for the instruction of deaf-mutes and blind, at Staunton,

founded in 1839, and a State Agricultural and Mechanical College, at Blacksburg, founded in 1872, besides an agricultural department in the Hampton Institute, near Norfolk, which dates from the same period. The University of Virginia, near Charlottesville, (a successor to the Central College of Albemarle,) chartered in 1819 and organized in 1825, is not strictly a State university, though always favored and fostered by the State.

ELEMENTARY INSTRUCTION.

THE PUBLIC SCHOOLS.

Primary education has entered a higher sphere in Virginia. This is generally admitted with respect to the schools in many of the larger towns and cities. Teaching in these schools is a science reduced to successful practice. But while this cannot be denied, objectors pronounce the country schools a failure. "If they are a failure," says the superintendent, "how are we to account for the fact that they are increasing in number and in popularity and that competition is dying out, especially in the rural districts?" He thinks that if the Virginia legislature, like the English department of education, were to order a universal competitive examination of all the primary schools of the State, public, private, and denominational, the result would be, as it was in England, to stop adverse criticism of the public schools.

As will be seen from the summary, the gain in enrolment for 1875–'76 was 15,370. In 1874–'75 it was 10,611 over the previous year, making in two years a gain of nearly 26,000. There are now almost 200,000 children in the public schools, which, with those attending private schools, shows an educational progress that augurs favorably for the future development of the State. Besides the gain in enrolment, there was an improvement of 2 to 3 per cent. in regularity of attendance. The cost of instruction was 69 cents a month for each pupil enrolled, against 70 cents last year, a fact, however, which does not imply a reduction in the pay of teachers, for this has somewhat increased. The colored pupils, though not yet equal, have gained, relatively, on the whites in enrolment, and also in average attendance. About one-third of the school-houses used are now owned by the districts. The school funds, it is believed, have been honestly, economically, and, in most cases, judiciously administered.—(State report for 1875–'76, pp. 9–12.)

TEACHERS.

Increased attention has been given to the improvement of teachers as well as of school appliances. Public misfortunes have enabled the school system to command the services as teachers of large numbers of cultivated men and women such as in former times were rarely found in this occupation. In the beginning of the school system, nearly all the primary teachers then acting applied to the school authorities for license to teach in the public schools, and while all who were qualified were gladly received, a large portion, and some of them old teachers, were rejected on account of incompetency or bad character. The selected teachers have from that time up to the present been under training, and it is believed that in every county where there has been a zealous superintendent the style of teaching has advanced year by year.—(State report, 1875–'76, p. 16.)

PRESENT STATUS OF PUBLIC SCHOOLS.

The school system was never so prosperous, so well managed, or so strong in public favor as at present, notwithstanding that during the year covered by the report an organized movement was made for its overthrow. Writers of ability attacked it virulently and an attempt was made to assemble a convention of opponents. The State superintendent, under the authority of the law which imposes upon him the "general supervision of the public free school interests of the State," entered freely into the discussion, circulating a large number of educational tracts. He expresses the belief that while a small class of worthy opponents have been led by the debate to be more open and decided in their opposition to the school system than before, far more has been gained than lost by the discussion.—(State report, 1875–'76, p. 25.)

CITY SCHOOL SYSTEMS.

ALEXANDRIA.

Officers.— The school board is composed of 3 members from each ward, 1 of whom goes out of office each year, a president being chosen from the members of the board and a clerk from other citizens. A superintendent of schools for the city and county is appointed by the State board.

Statistics.— Estimated population of the city, 16,000; school population 5 to 21 years of age, 4,447. Enrolment in public schools, 1,137; estimated enrolment in private and parochial schools, 725. Average daily attendance in public schools, 774. Average number of teachers in public schools, 18; in private and parochial schools corresponding with public schools in scope, 36. Annual salaries of teachers in public schools, $150 to

$900. Receipts for public school purposes, $12,915.54; expenditures, $11,514.09.—(Return to Bureau of Education, 1876, and printed report.)

Remarks.—In the last report of this Bureau (for 1875) there occurred this paragraph respecting Alexandria: "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, proportionally lessening the burdens of the taxpayers." It appears from later information that this statement was partly erroneous, one only of these schools being Protestant Episcopal, the other Roman Catholic.

LYNCHBURG.

Officers.—The school board is composed of 9 members, 3 for each ward, one-third going out each year, and a superintendent of city schools, who is also clerk of the board.

Statistics.—Estimated present population of the city, 14,000; number of school population, (5–21 years of age,) 4,093. Enrolment in public schools: white children, 874; colored, 451; total, 1,325. Average daily attendance, 781; per cent. of attendance of white children, 82; of colored children, 77. Per cent. of school population enrolled, (white, 44, colored, 21,) 32. Number of teachers, 25. Cost of public education for the year, $16,922.52.

Remarks.—The schools are graded as primary, grammar, and high, the latter having an enrolment for the year of 115, (75 girls and 40 boys,) with an average daily attendance of 84. There is a normal class connected with it, which supplies teachers for the lower schools. A noticeable improvement in the character of the instruction given in the schools and in the discipline for 1875–'76 is claimed, as also a decided improvement in the teachers. Their average experience in the public school system is now 3.6 years.—(Report, 1875–'76, of City Superintendent A. F. Biggers.)

NORFOLK.

Organization.—The school board is composed of 6 members, 3 from each school district of the city, who hold office for three years, one-third going out of office each year. There is a city superintendent of schools.

Statistics.—Estimated population of the city, 25,000; school population, (5–21 years of age,) 6,244. Enrolment in public schools, 1,344; in private and parochial schools, 1,052. Average daily attendance, 915. Teachers in public schools, 24; in private and parochial schools, 47. Annual salaries of teachers from $500 to $1,000. Receipts for public school purposes, $22,603; expenditures, $19,412.08.—(Report for 1874–'75, and return for 187 5–'76.)

RICHMOND.

Officers.—A school board composed of 9 members, 3 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, while from without a superintendent of city schools is appointed by the State board of education. The mayor of the city is ex officio president. One-third of the elected members of the board are changed each year.

Statistics.—Estimated population of the city, 73,000; youth of legal school age, (5–21 years,) 20,754. Enrolment in public schools, 5,239; in private and parochial schools, 3,825. Average daily attendance in public schools, 4,410. Number of teachers in public schools, 125. Salaries of teachers range from $180 to $1,350 per annum. Receipts for public school purposes, $76,658.15; expenditures, $76,668.15.—(Return for 1875–'76.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent says there were never before so many scholars pursuing the higher branches in Virginia as during the year covered by his last report. There were in operation during that year 161 graded public schools, an increase of 6 over the previous year, and 7,382 students in public schools pursuing the higher branches of knowledge, an increase of 588.—(State report, 1875–'76, p. 17.)

PRIVATE SECONDARY SCHOOLS.

In 11 schools for boys, 9 for girls, and 5 for both sexes, outside of the public school system, there have been reported to this Bureau 1,422 pupils under 104 teachers. Of these, 434 are in classical studies, 291 in modern languages, 143 preparing for a classical course in college, and 65 for a scientific course. Mechanical drawing is taught in 5 of these schools, free hand in 7, vocal music in 12, and instrumental music in 13. Chemical laboratories are reported by 2, philosophical apparatus by 7, and libraries of 50 to 500 volumes by 9, the aggregate of volumes comprised being 11,000.—(Special reports, 1875–'76.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Four preparatory schools and 3 departments report for 1875–'76 a total of 16 teachers and 301 pupils, of whom 173 were preparing for classical and 21 for scientific courses. Of the preparatory schools, 3 have apparatus for the illustration of chemistry and 2 for natural philosophy. All have gymnasiums, and 3 have libraries of from 400 to 2,500 volumes, aggregating 3,775.—(Special returns, 1875–'76.)

BUSINESS COLLEGE.

A business college at Richmond reports an attendance of 42 students. The common English branches, with correspondence, penmanship, and book-keeping, are taught. There is a library of 512 volumes.—(Special return, 1875–'76.)

SUPERIOR INSTRUCTION.

THE UNIVERSITY OF VIRGINIA.

This university is in Albemarle County, near Charlottesville, but it has its own post-office. It has no curriculum or prescribed course of study to be pursued by every student, whatever his previous preparation or special aims, but instruction is given in independent elective schools in all the chief branches of learning, while, at the same time, the courses of academic study are so arranged as to provide for the systematic prosecution of a complete plan of general education. There are now, in addition to the professional departments, 12 of these independent schools, viz: (1) Latin; (2) Greek; (3) modern languages; (4) philosophy; (5) history, general literature, and rhetoric; (6) mathematics; (7) natural philosophy; (8) mineralogy and geology; (9) general and applied chemistry; (10) applied mathematics and civil engineering; (11) analytical and agricultural chemistry; and (12) natural history, experimental and practical agriculture. The professional departments are those of medicine, law, and agriculture. No honorary degrees are conferred by the university.—(Catalogue of the university, 1875–'76.)

OTHER COLLEGES.

Emory and Henry College, Emory, (Methodist Episcopal South,) embraces collegiate and preparatory departments, and scientific and business courses.—(Catalogue of the college, 1874–'75.)

Randolph Macon College, Ashland, (Methodist Episcopal South,) embraces in its course of study 11 separate schools, viz: (1) Latin; (2) Greek; (3) English; (4) modern languages; (5) pure mathematics; (6) applied mathematics; (7) natural science; (8) chemistry; (9) physiology and hygiene; (10) moral philosophy and metaphysics; and (11) biblical literature and Oriental languages. The degrees conferred are: Graduate in a school; distinguished graduate; B. S.; B. A., and A. M.—(Catalogue of the college, 1875–'76.)

Richmond College, Richmond, (Baptist,) is composed of 8 independent schools, viz: Latin, Greek, modern languages, English, mathematics, physics, chemistry, and philosophy. The degrees conferred are B. L., B. S., B. A., and A. M.—(Catalogue, 1875–'76.)

Roanoke College, Salem, (Lutheran,) embraces preparatory, collegiate, and normal departments, which last is under the immediate supervision of the president.—(Catalogue, 1876–'77.)

Washington and Lee University, Lexington, (non-sectarian,) embraces in its organization three essential features: the arrangement of the course of study into distinct elective schools or departments; the adaptation of the several departments to certain courses of study, to each of which is attached a corresponding degree, and a system of honors and prizes for the encouragement of general scholarship as well as of distinguished proficiency in particular branches. There is a summer school organized to enable students to make up special deficiencies or to enter advanced classes at the beginning of the next session. The degrees of the college are, Ph. B., B. S., A. B., and A. M. The degree of Ph. D. is conferred on graduates after two years' special and successful study in certain prescribed lines.—(Catalogue, 1874–'75.)

COLLEGES FOR WOMEN.

Twelve institutions for the superior instruction of women report a total of 1,172 students and 108 teachers. Of the students, 189 were in preparatory departments, 483 in regular, 24 in partial, and 4 in post graduate courses. All teach vocal and instrumental music and drawing; 11, French and German; 10, painting; and 3, Italian and Spanish. Nine report apparatus for the illustration of chemistry and natural philosophy; 3, art galleries; and 1 a gymnasium. Seven report libraries aggregating 5,300 volumes.—(Special returns, 1876.)

Statistics of universities and colleges, 1876.

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.	7	....	28	30	$75,000	$50,000	$3,500	$800	.....	$10,000	5,000
Emory and Henry College*.	6	0	87	89	130,000	0	0	9,628	$0	0	a13,580
Hampden Sidney College...	5	....	.....	86	65,000	91,000	5,400	11,830	0	.....	a8,000
Randolph Macon College...	12	....	.....	167	100,000	.....	.....	.....	0	.....	10,000
Richmond College.....	7	0	.....	142	150,000	93,000	6,000	6,000	0	3,000	a8,000
Roanoke College	8	0	47	175	75,000	0	0	8,000	0	0	a11,500
University of Virginia.....	18	....	.....	179	520,000	.....	.....	.....	30,000	.....	40,000
Washington and Lee University.	20	....	0	133	150,000	125,000	8,750	4,997	0	.....	a16,000

* From Report of Commissioner of Education for 1875. *a* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Hampton Normal and Agricultural Institute, Hampton, is an agricultural as well as a literary and normal school for colored students. The statistics of this institution embraced in the following table include only the agricultural department, which has 140 acres of land under cultivation, gives instruction in practical farming, and offers tuition and room rent free to 100 students from the free schools of Virginia. The whole number of teachers is 17, of whom 12 are females; whole number of students in academic department,* 211 for year 1876; course of study, 3 years, embracing all the ordinary studies of good schools, with Bible lessons and methods of teaching, as well as instruction in agriculture, horticulture, sewing, cooking, household work, and printing. Both sexes are admitted, but not under 14 or over 25 years.—(Catalogue for 1876.)

The Virginia Agricultural and Mechanical College, Blacksburg, was organized in 1872, receiving a part of the proceeds of the congressional grant for the benefit of agriculture and the mechanic arts. The course of instruction is strictly confined to what is believed to fit men best for success as farmers and mechanics. Greek is not taught, and Latin is not required, but students under 21 years of age must study either German or French. Daily instruction is given in practical agriculture and mechanics to sections of students working on the farm or in shops. The law provides free scholarships in this college for as many students as there are members in the house of delegates, such students to be selected, by school trustees in the different counties, with reference to the highest efficiency and good character.—(Catalogue and report of college, 1875–'76.)

The Virginia Military Institute, Lexington, was organized in 1839 as a State military and scientific school, upon the plan of the United States Military Academy at West Point. The State makes an annual appropriation to the institute of $15,000, which is expended in the support and instruction of the State cadets. Of these there were 50 in 1875–'76, while of pay cadets there were 500. The course of studies in the academic school comprises, in addition to scientific and higher English branches, Latin, French, and German. There is a special school of applied science, in which graduates of the academic course may prosecute the various professional studies embraced in the applications of science. This special school includes 7 courses, viz: architecture, civil engineering, machines, mining, metallurgy, analytical and applied chemistry, and agriculture.—(Official register, 1875–'76.)

New Market Polytechnic Institute, New Market, provides courses leading to the degrees of A. B., M. E., C. E., and practical chemist. Chemistry is taught thoroughly and

*This is exclusive of the Butler School, which is a free county school on the grounds of the institute serves as a preparatory school for it, and had on its roll 230 children in 1876, with a class of 31 on the normal school roll.—(Catalogue, p. 18.)

practically, with its application to agriculture, the arts, and the every-day affairs of life. Telegraphy is taught with first class instruments.—(Catalogue, 1875–'76.)

The University of Virginia provides scientific instruction in a school of mathematics and civil engineering, and one of analytical and agricultural chemistry, and in an agricultural department, the last having been established by funds contributed for the purpose by the late Samuel Miller, of Lynchburg.

Washington and Lee University also gives scientific instruction in the school of civil and mining engineering, which embraces all the studies usually pursued in mining engineering and civil engineering courses, and leads to the degrees of C. E. and M. E.

THEOLOGY.

Richmond Institute, Richmond, (Baptist,) is one of 7 institutions sustained by the American Baptist Home Mission Society for the education of teachers and preachers among the freedmen of the South.—(Catalogue, 1875–'76.)

Theological Seminary of the Diocese of Virginia, Fairfax County, (Protestant Episcopal,) requires that candidates for admission be either graduates from some college or university or that they pass examinations showing equivalent attainments. The full course of study lasts 3 years.—(Catalogue, 1875–'76.)

Union Theological Seminary, Hampden Sidney, (Presbyterian,) offers free tuition to members of any evangelical church who desire to study for the ministry and who have had a collegiate or equivalent scholastic training. Course of study, 3 years.—(Catalogue, 1875–'76.)

In *Randolph Macon College*, (Methodist Episcopal Church South,) there is instruction in biblical literature and Oriental languages for the benefit of students fitting for the ministry.—(Catalogue, 1875–'76.)

LAW.

The Law Department of the University of Virginia comprises a school of common and statute law and a school of equity, mercantile and international, constitutional and civil law, and government. The instruction is given by means of text books, lectures, and moot courts. The course, designed for two sessions, is sometimes completed in one, although students are advised as a general rule not to attempt this. If, however, the required standard in the graduating examination is attained, the student receives his degree, whatever be the length of time he has devoted to preparation.—(Catalogue of law department, 1875–'76.)

The School of Law and Equity of Washington and Lee University furnishes full instruction in the principles of the law of real and personal property, in equity jurisprudence, and in the forms and practice of the courts of law and equity. There are two classes, junior and senior, and in each class 6 recitations or lectures a week. Students who are well prepared may attend both classes each day, and thus complete the entire course in one year.—(Catalogue of university, 1874–'75.)

MEDICINE.

The Medical College of Virginia, at Richmond, has a course of instruction comprising lectures on anatomy, physiology, pathology, chemistry, and pharmacy, materia medica and therapeutics, practice of medicine, surgery, obstetrics, diseases of women and children, and medical jurisprudence. Two full courses of lectures and a year's previous study are required of candidates for the degree of M. D.—(Catalogue, 1875–'76.)

The Medical Department of the University of Virginia is organized on the same general plan as the other departments of the university, the distinctive features of which are comprehensiveness and thoroughness of instruction, and the graduation of the student only upon satisfactory evidence of attainments without regard to the length of time he may have been attending the lectures. The sessions last nine months, and many intelligent and diligent students graduate after having studied during one session.—(University catalogue, 1875–'76.)

Statistical summary of schools for scientific and professional instruction, 1876.

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. *a*	2	....	44	4	$200,000	$115,000	$12,000	$0	.....
New Market Polytechnic Institute...	3	....	.....	3	.....	.....	.....	.....	.....
Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	2	....	7	....	.....	.....	.....	.....	.....
School of Civil and Mining Engineering, (Washington and Lee University.) *b*	....	....	.....	....	.....	.....	.....	.....	.....
Virginia Agricultural and Mechanical College.	7	....	255	3	95,000	172,000	20,658	*c*920	*d*750
Virginia Military Institute	10	....	195	4	350,000	40,000	2,400	*e*17,000	*d*6,200
SCHOOLS OF THEOLOGY.									
Richmond Institute	3	....	56	7	50,000	.....	.....	.....	2,000
St. John's Theological Seminary	....	....	.....	....	.....	.....	.....	.....	.....
Theological Seminary of the Evangelical Lutheran Church.	2	....	.....	3	.....	6,000	.....	.....	500
Theological Seminary of the Protestant Episcopal Church.	6	4	40	3	200,000	205,000	12,500	.....	10,000
Union Theological Seminary	4	4	62	3	40,000	220,000	13,000	.....	10,000
SCHOOLS OF LAW.									
Law School, (University of Virginia)	2	....	89	2	.....	0	0	6,000	3,000
School of Law and Equity, (Washington and Lee University.)	8	....	20	2	.....	.....	.....	.....	640
SCHOOLS OF MEDICINE.									
Medical College of Virginia	14	....	42	3	50,000	.....	.....	3,000	1,000
Medical School, University of Virginia....	5	....	49	....	.....	.....	.....	.....	.....

a For statistics of normal department, see Table III.
b Reported with classical department.
c Also $15,000 State appropriation.
d Includes society library.
e Also $25,000 State appropriation.

SPECIAL INSTRUCTION.

VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, STAUNTON.

This institution has since its foundation, in 1839, given instruction to 446 deaf and dumb and 214 blind pupils. The number attending in 1875–'76 was 37 blind and 96 deaf and dumb. The branches taught the deaf mutes are all those embraced in a common school course. The employments in which the blind appear to be especially engaged are mattress making, broom making, cane seating, and worsted and bead work. The report also indicates tailoring, carpentering, printing, and book binding as carried on, probably by the deaf mute pupils. Value of grounds, buildings, and apparatus, $175,000. The State appropriation for 1875–'76 was $40,000, and was for both classes, the deaf and dumb and the blind.

Instruction in articulation, which was begun as an experiment, has proved so successful and has accomplished so much for many of the semi-mutes that it is now an established part of the course. The class in articulation has contained also 2 or 3 congenital mutes, but not one in fifty of such, it is believed, can derive benefit from this instruction.—(Annual report of the institution, 1875–'76, and special return, 1876.)

EDUCATIONAL CONVENTION.

VIRGINIA EDUCATIONAL ASSOCIATION.

The eleventh annual session of the Educational Association of Virginia was held at Richmond, July 5, 1876. Notwithstanding the small attendance, resulting from financial distress and hot weather, the meeting was an interesting and instructive one, and among those present were many of the best teachers in the State.

Dr. Ruffner opened the exercises with an interesting and striking paper on the necessity of teaching morals in the schools.

Governor Kemper followed, referring particularly in his remarks to the power which the educational association wields, and should wield, in all matters pertaining to the educational interests of the State. He looked upon the State association as a body of experts, the only body competent to advise the legislature and the executive as to the delicate and involved problems relating to education which now demand solution.

During the sessions papers were read and addresses delivered upon various subjects of importance, but that which aroused the greatest interest was a paper read by Prof. H. H. Harris upon the relations between the secondary school and the primary school and college. This paper elicited a long and earnest discussion, and led to the adoption by the association of a resolution reciting the importance of securing harmony and coöperation among the various educational forces of the State, and resolving that friends of learning in the State be requested to consider earnestly whether some plan cannot be devised through which this coöperation may be secured.—(Educational Journal of Virginia, August, 1876.)

OBITUARY RECORD.

CITY SUPERINTENDENT J. H. BINFORD.

A notice emanating from the State department of public instruction, published in the Educational Journal of Virginia, and dated at Richmond, August 21, 1876, says of this excellent gentleman:

"Our readers have no doubt heard of the great loss sustained by our school system in the death of Capt. James H. Binford, superintendent of the Richmond city schools. Mr. Binford was first elected by the city council in the fall of 1870, one year and a half after the council had put in operation a public free school system, with Andrew Washburne, of Massachusetts, as superintendent. In April, 1871, Mr. Binford received a commission from the State board of education, and at the same time the city schools became merged into the State system. For several years after his appointment, accompanied in one instance by the mayor and other trustees, he was sent North and West on tours of observation by the city school board; and distinguished educators were specially induced to visit Richmond and assist in the organization of the schools. To this wise and liberal policy Mr. Binford attributed much of his early success in managing the schools and in falling upon the best methods of teaching.

"But he was himself admirably adapted to his position. He had a clear, vigorous, cultivated mind, good practical sense, a talent for organization and control, firmness and decision, great quickness of perception, a ready tongue, and untiring industry. He was also genial and cheerful, and had great prudence and tact. Altogether, he was a remarkably able, faithful, and successful superintendent, and his death is universally regarded as a serious loss. He died at the Red Sulphur Springs of rheumatism of the heart, from which his health had been declining for two years."

At a meeting held in Richmond, October 7, 1876, Mr. W. F. Fox, principal of the city high school, said of Mr. Binford, whom he had known intimately: "The controlling principle of his life was the interest of the public schools. They seemed ever present to his mind; all else was subservient to them; health, private interests, pleasure, were all sacrificed to their advancement. He never went into any assembly, or into the company of any teachers, that he did not ask 'How can I use this for the benefit of my schools?' He never read a book or periodical that he did not, if possible, cull some thought from it which could be made advantageous to them."

It was this intense and conscientious devotion to his work which, with a clear head, a cool judgment, and a persevering determination to succeed, made him one of the most popular and useful superintendents in our country.

COUNTY SUPERINTENDENT JONATHAN LYONS.

The Educational Journal of Virginia for July, 1876, announcing the death of this gentleman, who had been long superintendent of the Tazewell County schools, says it occurred on the 11th instant, and goes on to tell that "Mr. Lyons was a most faithful and successful school officer, who left no part of his duty unperformed, so far as his strength would allow; who worked in the cause of popular education because he loved it, and hence reached the hearts of the people and commanded universal respect—a

man of clear, sound mind, fine character, and good scholarship, whose place it would be difficult to find a man worthy to occupy." Such men deserve a record, and may well have grateful place in human memory.

PRESIDENT BITTLE, OF ROANOKE COLLEGE.

Rev. David F. Bittle, D. D., was born November 19, 1811, in Frederick County, Maryland. His youth was spent in labor and study on his father's farm. In his nineteenth year he entered the preparatory department of Pennsylvania College, Gettysburg, and proceeded to graduation in 1835 among companions some of whom have since been eminent. After graduating he entered the theological seminary at Gettysburg and remained till 1837, when he married and entered on the pastoral charge of St. John's Lutheran Church, Augusta County, Virginia. Here amid active ministerial labor he made time for close and systematic study, and aided in the establishment of the Virginia Collegiate Institute, near Middlebrook, the germ of the subsequent Roanoke College, Salem. Eight years of faithful pastoral service in Virginia were followed by 7 more in a church at Middletown, Md., near his early home, and this by 2 years' travelling agency for the Lutheran Home Missionary Society and the Hagerstown Female Seminary. From this work he was called to the presidency of the institution he had helped to found, now grown into Roanoke College, accepted the position, and entered on its duties in August, 1853. Thenceforth his history was that of the college, known and read of all. He labored incessantly and most successfully to build up the yet infant institution and make it an educational power in the section it was meant to influence. And he had the pleasure of seeing it grow beneath his hands into an important and effective college, presided over by an able faculty, and gathering its students from about twenty States and Territories. His powers as a financial agent, as a college disciplinarian, as an interesting preacher, and as a genial scholar, contributed much to its success, and when he passed away, September 25, 1876, he left it, an influential and largely completed institution, as his monument.—(Roanoke Collegian, October, 1876, and letter from Professor T. C. Bittle.)

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	January 1, 1874-'78	Richmond.
Hon. R. T. Daniel, attorney-general	January 1, 1874-'78	Richmond.
Hon. W. H. Ruffner, State superintendent of public instruction	March 15, 1874-'78	Richmond.

SUPERINTENDENTS OF COUNTIES AND CITIES.

[Term, 4 years from July 1, 1877.]*

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. Kenny 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.
Buckingham	William Merry Perkins	Buckingham Court House.
Campbell	R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Sam. P. Christian	Providence Forge.

*The terms of superintendents in the following cities and counties expire January 1, 1878: Alexandria City, Bedford, Buckingham, Campbell, Caroline, Fairfax, Fauquier, Giles, Halifax, King William, Lynchburg, Norfolk County, Norfolk City, Northampton, Orange, Patrick, Petersburg, Portsmouth, Scott, Shenandoah, Wise, and Manchester City.

List of school officials in Virginia — Continued.

County or city.	Superintendent.	Post-office.
Charlotte	William W. Read	Charlotte Court House.
Chesterfield	W. A. Blankenship	
Clarke	William N. Nelson	Millwood.
Culpeper	J. A. Holtzman	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. McChichester	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	W. Ap W. Jones	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	James H. Graham	Jonesville.
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	W. N. Brown	Hague.
Richmond City	James H. Peay	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.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, (6 to 21 years)	179,897	184,760	4,863	.....
Enrolled in public schools	115,300	123,504	8,204	.....
Average daily attendance	76,468	72,278	.....	4,190
Average age of pupils	10.96	11.32	.36	.....
TEACHERS.				
Men teaching	2,677	2,797	120	.....
Women teaching	784	896	112	.....
Teachers who had certificates	3,582	3,817	235	.....
Average monthly salary of men	$35 03	$34 89	.....	$0 14
Average monthly salary of women	30 77	32 09	.....	1 32
SCHOOLS.				
Public schools	3,231	3,341	110	.....
Graded schools	78	67	.....	11
High schools	8	3	.....	5
School-houses	2,959	3,127	168	.....
Built during the year	117	141	24	.....
Value of school property	$1,605,627	$1,660,468	$54,841	.....
INCOME AND EXPENDITURE.				
Receipts.				
State tax	$194,791	$196,798	$2,007	.....
Local tax	541,090	578,966	37,876	.....
Interest on permanent fund	17,596	21,844	4,248	.....
Other sources	.....	63,036	63,035	.....
Total	753,477	860,644	107,167	.....
Expenditures.				
Sites, buildings, and furniture	$121,047	$123,211	$2,164	.....
Libraries and apparatus	2,797	3,478	681	.....
Salaries of superintendents	2,500	14,096	11,596	.....
Salaries of teachers	541,359	531,545	.....	9,814
Miscellaneous or contingent	47,457	120,942	73,485	.....
Total	715,160	793,272	78,112	.....
PER CAPITA EXPENDITURE—				
On enrolment, (annual)	$6 80	$6 65	.....	$0 15
On daily average attendance	.....	7 72	.....	.....
SCHOOL FUND.				
Amount of available school fund	$293,270	$340,411	$47,141	.....
Total school fund	325,243	340,411	15,168	.....
Increase during the year	9,691	15,168	5,477	.....

(Report for 1875 and 1876 of Hon. B. H. Byrne, State superintendent of free schools, and special returns for 1875 and 1876.)

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Constitutions of 1863 and 1872; Laws of West Virginia from 1863; Barnard's Common Schools and Public Instruction; United States Statutes at Large, 1862; Reports of State Superintendents from 1869.

FORMATION OF A SYSTEM.

Up to 1861 the history of the eastern and western portions of Virginia was the same. They formed one State beneath one government, though differing greatly in physical characteristics, in origin of population, and in the forms of social life. But when the great wave of secession swept the region east of the mountains away from the Union and into the Confederacy of the South, the connection between the two sections of the State was broken. The people west of the Alleghanies, separated by mountain barriers from those east of them, and closely linked with Pennsylvania and Ohio, from which they had in many cases come, refused to be severed from the Government of the United States. Meeting in convention at Wheeling June 11, 1861, they resolved to form a provisional State government, to continue their connection with the Union, and to let their future course be shaped by circumstances as these might arise. Those circumstances drifted them eventually into the position of a separate State, Congress, on the 31st of December, 1862, passing an act to allow them to form one, and the President, by proclamation, on the 20th of April following, declaring that the thing was done.

Coming thus into a position for free action with respect to schools, the people, in their constitution of 1861, amended 1863, threw off the old poor school system of the parent State, provided for the formation of a fund to aid free schools, and directed the legislature to provide as soon as practicable a thorough and efficient system of such schools, to be sustained partly by the revenue from the school fund, partly from forfeitures and fines, partly from general State taxation, and partly from local tax. Legal provision for the supervision of these schools by elected State and county superintendents and township officers was also authorized, as well as the organization of such institutions of learning as the best interests of general education in the State might demand.

In accordance with these constitutional provisions a State school system was instituted under a law passed December 10, 1863, and amended February 25, 1865, and February 26, 1866. This system embraced the officers before mentioned, with township boards of education, and, after 1866, district trustees appointed by these boards. There was also a State board for care of the school fund. The earlier reports of the working of the system are not at hand, but the one for 1869 showed the existence of 2,198 schools and 2,283 teachers, with 36,684 pupils in attendance out of a total enrolment of 59,028 youths of school age, (6-21.) Seven of the schools were high schools and 38 were graded schools. The school year was, as a rule, 4 months. The receipts for school purposes during the year had been $281,058, besides $258,386 for building, making a total of $539,444; about ten times as much as the old State had been accustomed to expend annually for the tuition of poor children throughout her undivided territory. A State normal school had been established in connection with Marshall College and had had 106 pupils during the year, while a branch school at Fairmount had had 30 students in its normal department. Things were thus in quite fair working order for the beginning of a new system in a new State.

Three years later, 1872, the State report showed that out of a school population of 170,035 there had been 85,765 enrolled in 2,479 public schools, with an average attendance of 56,317. A second branch of the State normal school had been established, a third was organized, and two others had received legislative authority to organize, while a State university, with 53 State cadets attendant on its classes, was said to be doing good work. Nor had special instruction been neglected; an institution for the training of deaf-mute and blind pupils in useful learning and productive means of self support had been established in 1870 at Romney, and reported in this year 67 in its halls.

MODIFICATIONS OF THE SYSTEM.

An amended constitution having been adopted in 1872, providing for some slight changes in the school system, a law conforming to its requirements was passed April 12, 1873; this law continues to be, in its main features, the school law of the State. The law retained the State and county superintendency of free schools, with the township boards of education, but as embarrassments had grown out of having 3 trustees in the districts into which townships had been divided, only 1 trustee for these was now allowed, and he to be elected by the people of the district instead of being appointed by the township board. The township, too, was now again made the one school district, as it had originally been under the laws of 1863 and 1865, and former

districts were made subdistricts. Separate instruction of white and colored pupils was required, but to afford to colored children, as far as practicable, the benefit of free school education, schools were to be established for them in every subdistrict in which were 25 colored youth of school age. And as complaints of partial and incomplete examinations by county superintendents had been sometimes made, the exclusive examination of teachers was taken out of their hands and given to a county board of examiners, in which two experienced teachers, to be appointed by the presidents of the district boards of education, were associated with the superintendent.

Under this law the school system seems to have been worked successfully, the enrolment in 3,341 public schools reaching 123,504 pupils in 1876, though the average attendance for that year was somewhat less than in the year preceding. The income, too, had come up to $860,644, while $793,272 had been expended on the public schools. The average school terms had been considerably increased, and greater efficiency in the instruction in the schools was reported to have been secured, while the State university, State agricultural department of the same, and State school for the deaf and dumb and the blind are all spoken of as flourishing.

At only two points does there seem to have been an exception to this reported general advance. The number of high schools and of graded schools appears to have diminished, while the efficiency of the State normal school and its 5 branches is said to have been impaired by slow and apparently reluctant appropriations for them by the legislature.

SUPERINTENDENTS.

The general superintendents have been: W. R. White, 1864–'65; A. D. Williams, 1865–'69; Henry A. G. Ziegler, 1869–'70, then dying in the midst of his term; C. S. Lewis, 1870–'72; W. K. Pendleton, 1872–'73, filling a vacancy made by Mr. Lewis's resignation; B. W. Byrne, 1873–'77. W. K. Pendleton was elected in the autumn of 1876 to succeed Mr. Byrne at the expiration of his term, March, 1877.

ELEMENTARY INSTRUCTION.

PROGRESS.

The State superintendent, in his biennial report for the years 1875 and 1876, notes a marked progress in all the departments of the free school system. Since the commencement of his term of office, four years ago, he finds that the teachers are much better qualified, the attendance at school has been much larger, and the number of schools taught and the length of term have considerably increased. Much greater efficiency has been observed in the discharge of their duties by the school officers generally, and particularly by county superintendents. The finances of the schools have been disbursed more efficiently and accounted for much more closely.—(State report for 1875 and 1876, p. 26.)

SCHOOL FINANCES.

The school taxes have from the beginning of the system been about the same as at present, though the levy for the building fund has been for the last few years about one-third less than formerly. But the State levy has from the commencement been 10 cents on the $100 valuation of all property, real and personal, and the local tax for teachers' fund has not varied much from the beginning; yet the discrepancy in the amount raised has been great in different periods of the existence of schools, there having been received during the last 3 years $717,749 more than during the 3 years previous to that period. True, there has been considerable increase in the value of property subject to taxation during the last 3 years, but not a sufficient increase, in the opinion of the superintendent, to account for the difference in amount raised. The whole financial system of the State relating to schools, says the State superintendent, is radically wrong; it should be reorganized, and placed on the same basis as is the State financial system, both as to State and local levies and collections.

As an example of the looseness with which the school finances are managed, it is stated that numerous complaints are made by many of the counties that the sheriffs fail to pay to the teachers, as it becomes due, the money that is placed in their hands semi-annually for that purpose, using it for speculation and for the payment of their own debts. If the sheriff of a county is in debt to the State on account of revenues due to the State, when the general school fund becomes due the auditor withholds the payment of the school money until such indebtedness is discharged. Thus, if the sheriff is indebted to the State when he gets his orders from the county superintendent, he takes the money due to the school teachers and pays his own debts, forcing them to wait for their money until the sheriff can collect from the slow taxpayers of his county sufficient to replace the teachers' money; thus making the school fund, as now managed, a reserve fund of actual cash in bank, upon which the sheriff can draw to pay any deficit in his accounts with the State that does not exceed the amount due to his county from the general school fund. The superintendent urges upon the legislature the importance of amending the law so as to make such practices impossible.—(Report of State superintendent for 1875 and 1876, pp. 14-19.)

EDUCATION AT THE CENTENNIAL.

West Virginia's exhibition of school work at the Centennial was creditable to her free schools as far as the specimens presented are concerned, but it might have been much more so had all portions of the State responded to the efforts of the Centennial committee on school work. There were exhibited about 25 volumes of specimens of school work, handsomely bound in cloth; the work of the pupils compared favorably with similiar presentations from other States.—(State report, pp. 24–26.)

PEABODY FUND.

The aid derived from the Peabody fund by the better class of graded schools in the State has been of much benefit to such schools, in enabling them to continue in session much longer each year than they would have otherwise been able to do. During the year ending August 31, 1876, the sum of $12,000 was expended by the agent of this fund in aid of schools in the State, and $200 in aid of the Educational Monthly of West Virginia.—(State report, p. 20.)

CITY SCHOOL SYSTEM.

WHEELING.

Officers.— A city school board and a superintendent of public schools, who must have had at least 3 years' practice as a teacher before his appointment.

Statistics.—Estimated present population, 30,000; school population, 9,501; total enrolment in all public day schools, 4,490; in evening schools, 677. Total receipts for all public school purposes, $83,783.39; expenditures, $79,896.84. Number of regular teachers in public schools, 97; teachers of German, 6; average number of pupils per teacher, 40.

Remarks.—These figures show an increase during the year in the average monthly enrolment of 225, and in the average daily attendance of 198. There were 7 evening schools, with an enrolment of 677 pupils, and an average monthly enrolment of 491; per cent. of attendance, 73; number of teachers, 19. The day schools remained in session 10 months, the evening schools 3. The expense for tuition in the evening schools amounted to $1,710.

During the past two years there were expended in building and enlarging school houses $44,658.95, of which $24,917.24 were used in the erection of a new building, which is one of the finest in the city.—(Report of State superintendent, appendix, pp. 99–103.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The six normal schools of the State, owing to the want of timely aid by the legislature, have been much crippled in their efficiency. For the past several years the appropriation for the payment of teachers' salaries has not been made till late in the session of the schools, and as there is known to be considerable opposition to them in several portions of the State there are always some fears that such appropriations may not be made; an uncertainty that works great injury to the schools. The appropriations should be made every year before the commencement of the schools, so as to enable the board of regents to make contracts with the teachers with a certainty that the salaries will be paid as the services are rendered.

Returns from the State normal school at Marshall College, and from its branches at Fairmont, Glenville, Shepherdstown, and West Liberty, with one from Storer College, Harper's Ferry, report a total attendance of 385 pupils in normal studies, of whom 222 were men and 163 women. The number of graduates for the year was 77. The normal course in all but Storer College covers 2 years; in that, three years. Graduates of the State schools are authorized to teach in public schools in the State without further examination. There is no report from the new school at Concord.—(Returns to Bureau of Education and State report for 1875 and 1876, p. 21.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent reports 3 public high schools in 1876, against 8 the previous year, but gives no statement as to their location or the number of pupils attending.

The law contains ample provision for the establishment of such schools in either a township district, or two or more adjoining districts, in case the inhabitants, after four weeks' previous notice, should vote at their biennial election in favor of having them. The number of them reported has varied greatly in different years, indicating either lack of regular information respecting them or a somewhat fitful use and abandonment of their advantages.

PRIVATE SECONDARY SCHOOLS.

In 2 schools for girls and 1 for both sexes, outside of the public school system, there have been reported to this Bureau 526 pupils, under 15 teachers. Of these, 4 are in classical studies and 430 in modern languages. Drawing is taught in 1 of these schools, painting in 2, and vocal and instrumental music in 2. Two report libraries, numbering 700 and 360 volumes respectively.

PREPARATORY DEPARTMENTS.

Two preparatory departments report 5 teachers and 56 pupils, of whom 18 were preparing for a classical and 16 for a scientific course.—(Returns, 1876.)

BUSINESS COLLEGES.

Business colleges are in successful operation in Parkersburg, Charleston, and Wheeling. The National Business College in Wheeling is designed for the practical education of ladies, young men, and boys in business affairs, and embraces instruction in all departments of book-keeping, penmanship, arithmetic, spelling, commercial law, and correspondence.—(Report for 1875 and 1876 of State superintendent, p. 23.)

SUPERIOR INSTRUCTION.

WEST VIRGINIA UNIVERSITY.

This institution, located by the State legislature at Morgantown, in 1867, was designed to stand at the head of the State literary schools. The buildings, consisting of a university hall, an armory, and a new central hall, are new, tasteful, spacious, and well adapted to their purpose. The permanent fund, derived largely from the congressional grant to agricultural and mechanical colleges, is at present about $10,000, the income of which, together with special appropriations from the legislature, goes to meet the current expenses.

From the outset, the plan of the institution was made broad and liberal, assuming the features of a university. The various departments as at present arranged are as follows: (1) Philosophy and English literature; (2) astronomy and physics; (3) mathematics and engineering; (4) military science and tactics; (5) modern languages and literature; (6) history, political economy, and belles lettres; (7) chemistry, natural history and agriculture.

The university possesses the apparatus requisite for illustrating chemistry and physics, and its museum contains extensive mineralogical, geological, and conchological cabinets, together with many specimens in other departments of natural history. The library, numbering about 4,000 volumes, includes not only valuable books of reference, but also standard works in the various departments.—(Report of State superintendent, 1875 and 1876, pp. 23, 24.)

OTHER COLLEGES.

Bethany College, Bethany, (Christian,) has 3 separate complete courses, the classical, the scientific, and the ministerial, leading respectively to the degrees of A. B., B. S. and B. L. There are also three special courses in engineering, physics, and chemistry. There is a preparatory course of one year.—(Catalogue, 1875–'76.)

The West Virginia College, Flemington, (Free Will Baptist,) is for both sexes, and provides preparatory, commercial, academic, normal, and collegiate courses of study. —(Circular of college.)

COLLEGE FOR WOMEN.

The Wheeling Female College, an undenominational institution, chartered in 1849, reports 10 teachers and 107 pupils, of whom 22 are in preparatory, 81 in regular, and 4 in post graduate courses. Drawing, painting, vocal and instrumental music, and modern languages are taught. The institution has a chemical laboratory and a gymnasium.

SCIENTIFIC INSTRUCTION.

WEST VIRGINIA UNIVERSITY.

The agricultural department of West Virginia University provides a 2 years' course of instruction, comprising 6 schools, viz: (1) agriculture, chemistry, and natural history; (2) astronomy and physics; (3) mathematics and engineering; (4) history, political economy, and belles lettres; (5) modern languages, and (6) philosophy and English literature. Military science is also included, and for this the United States furnishes arms and equipments, besides detailing an officer from the Regular Army to act as instructor.—(State report for 1875 and 1876, p. 23, and catalogue of university, 1874–'75.)

Statistics of a university and colleges and a school of science, 1876.

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	7	....	0	122	$150,000	$37,000	$3,300	$3,000	$0	.....	a5,000
West Virginia College	7	0	31	4	15,000	0	0	.....	0	$0	574
West Virginia University	16	0	25	39	125,000	108,778	6,500	1,200	26,125	0	a4,600
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, ROMNEY.

This institution has given instruction to 35 blind and 108 deaf and dumb pupils since its foundation, in 1870, and had, in 1876, an attendance of 24 blind and 65 deaf and dumb.

Four shops were in successful operation during the 2 years ending October 1, 1876, in which were taught carpentering, shoemaking, tailoring, mattress making, broom making, cane seating, and sewing. The employments taught blind pupils are cane seating, broom making, and mattress making. The literary branches taught are English language, grammar, geography, arithmetic, history, algebra, Latin, and drawing.—(Biennial report, 1875'-76, of the institution, and special return, 1876.)

EDUCATIONAL CONVENTION.

STATE EDUCATIONAL ASSOCIATION.

The Educational Association of West Virginia met at Moundsville August 26, 1876. The address of welcome was delivered by Hanson Criswell, and was responded to by Prof. Joseph McMurran, of Shepherd College. The rollcall on the first day showed only 9 members present, but 17 new ones were immediately admitted, making a business quorum present.

Addresses and papers were presented by Prof. Joseph McMurran on "What to teach and how to teach it;" by Prof. T. Marcellus Marshall, of the State Normal School, at Glenville, on "Normal schools;" by Prof. Samuel R. Haven, on "The former and present condition of schools in Marshall County;" by Miss Cora Myers, on "What we should read;" and by Prof. H. N. Mertz, on "Geology in West Virginia." A paper of Dr. J. G. Blair was read by Professor Miller, on "Culture and religion in some of their relations." Recitations were given by Prof. L. Eskey and Prof. F. H. Crago, and after the passage of a number of resolutions, among which was one to meet next year at Martinsburg, the association adjourned.—(Educational Monthly of West Virginia, January, 1877, pp. 19–33.)

LIST OF SCHOOL OFFICIALS IN WEST VIRGINIA.

Hon. W. K. PENDLETON, *State superintendent of free schools, Wheeling*

[Term, March 4, 1877, to March 3, 1881.]

COUNTY SUPERINTENDENTS.

[Term, September 1, 1875, to August 30, 1877.]

County.	Superintendent.	Post-office.
Barbour	Perry Marteney	Burnersville.
Berkeley	E. M. Walker	Martinsburg.
Boone	Cary Toney	Mouth Short Creek.
Braxton	J. W. Humphreys	Braxton Court House.
Brooke	J. W. Hough	Bethany.
Cabell	D. L. Duncan	Thorndike.
Calhoun	D. W. Knight	Grantsville.
Clay	R. E. Le Sueur	Big Sycamore.
Doddridge	J. V. Blair	New Milton.
Fayette	O. W. Hughart	Look Out.
Gilmer	Levi Johnson	Glenville.
Grant	C. M. Babb	Greenland.
Greenbrier	W. H. Lewis	Palestine.
Hampshire	A. M. Alverson	Capon Bridge.
Hancock	H. C. Shepherd	New Cumberland.
Hardy	G. T. Williams	Moorefield.
Harrison	J. R. Adams	Clarksburg.
Jackson	Lewis Young	Jackson Court House.
Jefferson	John Hess	Duffield.
Kanawha	Martin Hill	Charleston.
Lewis	G. W. Crook	Weston.
Lincoln	F. M. Vickers	Hamlin.
Logan	J. W. Stafford	Logan Court House.
Marion	J. M. Satterfield	Fairmont.
Marshall	W. M. Wirt	Dallas.
Mason	C. E. Hogg	Point Pleasant.
McDowell	J. F. Gamble	Perryville.
Mercer	A. B. Phipps	Princeton.
Mineral	J. A. Sharpless	Piedmont.
Monongalia	A. L. Wade	Morgantown.
Monroe	J. D. Beckett	Union.
Morgan	George Buck	Berkeley Springs.
Nicholas	J. H. Robinson	Nicholas Court House.
Ohio	J. C. Farris	West Liberty.
Pendleton	William McQuain	Franklin.
Pleasants	C. C. Davis	St. Mary's.
Pocahontas	J. W. Warwick	Buckeye Cove.
Preston	J. H. Feather	Valley Point.
Putnam	M. S. Kirtley	Hurricane Depot.
Raleigh	C. W. Cook	Raleigh Court House.
Randolph	J. W. Price	Mingo Flats.
Ritchie	J. N. Kendall	Harrisville.
Roane	Buenos Ayres	Three Forks Reedy.
Summers	C. L. Ellison	Rollinsburg.
Taylor	S. R. Powell	Pruntytown.
Tucker	W. B. Maxwell	St. George.
Tyler	T. N. Parks	Conaway.
Upshur	George R. Latham	Sand Run.
Wayne	J. H. Napier	Adkins Mills.
Webster	C. W. Benedum	Webster Court House.
Wetzel	W. A. Newman	Knob Fork.
Wirt	D. C. Casto	Wirt Court House.
Wood	S. T. Stapleton	Parkersburg.
Wyoming	Albert Shannon	Sun Hill.
Wheeling City	J. C. Hervey	Wheeling.

WISCONSIN.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 4 to 20 years of age	461,829	474,811	12,982	.....
Of said age enrolled in public schools.	277,884	280,153	2,269	.....
Total enrolment	279,854	282,186	2,332	.....
Attending private schools only	16,200	24,028	7,828	.....
In public, private, and charitable schools, and in colleges.	299,355	309,227	9,872	.....
TEACHERS.				
Teachers in public schools	9,451	8,630	.....	721
Pay of men teaching in counties	$43 50	$42 95	.....	$0 55
Pay of men teaching in cities	109 40	105 10	.....	4 30
Pay of women teaching in counties	27 13	27 16	$0 03	.....
Pay of women teaching in cities	39 40	37 20	.....	2 20
SCHOOLS.				
Graded schools	382	375	.....	7
Length of schools in cities, (days)	195	193	.....	2
Length of schools in counties,(days).	149	152½	3½	.....
School-houses	5,260	5,299	39	.....
Having outhouses in good condition.	3,320	3,543	223	.....
Value of school property	$4,979,169	$4,875,618	$104,551	.....
INCOME AND EXPENDITURE.				
Receipts.				
From taxation	$1,879,499	$1,952,163	$72,664	.....
Interest on permanent fund	178,072	173,063	.....	$5,009
Other funds	50,000	.....	.....	50,000
Other sources	200,616	202,468	1,852	.....
Total	2,308,187	2,327,694	19,507	.....
Expenditures.				
Sites, buildings, and furniture	$344,273	$291,901	.....	$52,372
Libraries and apparatus	27,223	17,481	.....	9,742
Salaries of superintendents	50,000	64,500	$14,500	.....
Salaries of teachers	1,350,884	1,462,326	111,442	.....
Miscellaneous or contingent	241,777	290,433	48,656	.....
Total	2,014,157	2,126,641	112,484	.....
PER CAPITA EXPENDITURE—				
On school population	$3 64	$4 48	$0 84	.....
On enrolment	6 05	7 53	1 48	.....
SCHOOL FUND.				
Permanent fund	$2,624,239	$2,625,798	1,559	.....

(Reports of Hon. Edward Searing, State superintendent of public instruction, for 1874–'75 and 1875–'76, with special returns to Bureau of Education.)

Notes on the statistics.—The statistical summary for 1876 embraces returns from all the school districts of the State, whereas in that for 1875 the returns from Chippewa County are not included; the increase, consequently, where increase is indicated, is not so great as appears to be the case.

The number of private school pupils who also attend the public schools some part of the year is given but partially for the cities. If given fully, and if the proper deduction were made for children twice counted, the actual aggregate attendance upon all schools would be reduced about fifteen hundred for 1875 and sixteen hundred for 1876.

Of 8,634 teachers' certificates issued, 7,712 were of the third grade, 633 of the second, and 289 of the first.

Of the 375 graded schools, 183 have only 2 departments, and 189 have 3 or more.—(State report, 1875-'76, pp. 3-5.)

It may also be mentioned that the total receipts for school purposes given in the printed State reports considerably exceed the sums above given from written returns, because the former include balances from preceding years, $469,870 in 1874 and $461,961 in 1875.

HISTORICAL SKETCH OF THE STATE SCHOOL SYSTEM.

AUTHORITIES.

Common Schools and Public Education, by Dr. Henry Barnard; Education in Wisconsin, by President W. C. Whitford, of Milton College; Laws of Wisconsin and of Michigan; Constitution of 1848; Revised Statutes of 1849.

A BARE EARLY BEGINNING.

Originally a part of the Northwest Territory, Wisconsin was in 1809 included in the Territory of Illinois; in 1818 it was attached to Michigan Territory, and continued in this connection till 1836; was then itself organized as a Territory, including for a time the upper peninsula of Michigan and the region constituting now the States of Iowa and Minnesota; and, finally, in 1848, was admitted as a State with its present boundaries.

It was not until after its inclusion in Michigan that population began to flow in, and not until 1827 that there was sufficient concentration of this population for the support of public schools in even a few localities. Of course, to these localities the Michigan school law of that year applied. This, following closely the old Massachusetts law, ordained that the citizens of any township with 50 householders should engage a schoolmaster of good morals to teach the children to read and write, and that any one with 200 householders should have a schoolmaster who could teach Latin, French, and English. As gentlemen who were subsequently identified with educational movements in the State came with the early settlers, it might seem likely that the provisions of such a law would be carried out wherever practicable. But settlers in new regions in those days took long to get their homes and farms in order; troubles with the old Indian owners of the soil arose, and before these troubles were so quieted as to make the people feel entirely safe, the law above referred to was superseded, April 13, 1833, by one less mandatory, which left them free to do comparatively as they pleased respecting schools. So, at the close of the connection with Michigan, we learn of only 8 small private schools, with 275 pupils, and of one incipient public school at Milwaukee organized under the Michigan school law.

THE TERRITORIAL PERIOD.

When Michigan was admitted into the Union conditionally, in 1836, Wisconsin, on the supposition of an early actual admission, was organized into a Territory by itself. Under the ordinance of 1787, she came into territorial existence with a claim on the sixteenth section lands in every surveyed township "for the use of schools," and one of the first movements of her first territorial legislature was "to prohibit persons from trespassing on the school lands by cutting and destroying timber."

At the second session of the legislature, a bill was passed, November 7, 1837, to regulate the sale of these school lands, and in immediate connection with this, "to provide for organizing, regulating, and perfecting common schools." This was substantially a reënactment of the Michigan laws of 1827 and 1833, with modifications meant to secure greater efficiency. Thus, instead of waiting for 50 families in a township before establishing a school, it was required that as soon as 20 electors should reside in a surveyed township, they should choose 3 commissioners of common schools, to hold office for 3 years, to lay off districts, to call school meetings, and to apply to the payment of teachers' wages the proceeds of the leases of the township school lands. Each district was to elect 3 directors to hold office for a year, to locate school-houses, levy taxes for support of schools, and engage teachers for at least 3 months annually. Five inspectors, instead of the Michigan 10, were also to be annually elected for the township, to examine and license teachers, and look into the methods of conducting schools. The tax

levied in the districts was to be pro rata on the attendance of the pupils, and children whose parents or guardians could not pay the tax were to have it paid for them by a levy on all the inhabitants.

Two years later, 1839, the provisions of this law were modified, every township with not less than 10 families being required to become a school district and provide a competent teacher; and every one with more than 10 families to form 2 or more districts, each with its school. The 3 township commissioners dispensed with, their duties were transferred to the township inspectors, with the additional ones of caring for the school-houses, protecting and leasing the school lands, discharging incompetent teachers, and reporting to the county commissioners the number of scholars in the town. These county commissioners were to appoint inspectors for townships neglecting to elect them. In districts the school officers were termed trustees instead of directors, and were, for their districts, to have the inspectors' powers of caring for the school-houses and determining complaints against teachers. A teacher who should neglect to procure a certificate from the inspectors before entering on his work was made liable to a fine of $50. The district rate bill system was superseded by a county tax to be levied by the county commissioners for building school-houses and sustaining schools, this tax not to exceed one-fourth of 1 per cent.

In 1840 and 1841 the law was again altered, the town inspectors dropped, the town commissioners restored, a clerk and collector added to the three trustees of districts, the right of voting at school meetings restricted to male freeholders or householders over 21 years of age, the fine of $50 for neglect on the part of a teacher to secure a certificate changed to a forfeiture of a sum that should not exceed his wages, a district tax for building school-houses (additional to or in lieu of the county tax) allowed, and the duties of each school officer more specifically defined.

By this time the people were getting weary of such frequent change of laws, and so much confusion grew out of the substitution of one set of officers for another back and forth that no further important change was allowed until the Territory was about to become a State. Then a convention, called to prepare a constitution under which a State organization might be reached, inserted in 1846 at the suggestion of Dr. Henry Barnard, of Rhode Island, in the constitution proposed by it these educational provisions: (1) That there should be a general supervision of all public schools by a State superintendent of instruction and such other officers as the legislature might direct; (2) that there should be for the support of public schools a State school fund, the capital of which should be preserved inviolate, the income to be distributed in some just ratio to the attendance in the schools; (3) that—with a view to the avoidance of rate bills, which were still often levied, and to the making of the State schools truly free—there should be legal provision for raising in the towns and cities a sufficient local tax, additional to the State apportionment, to enable the people fully to sustain their schools. Uniformity in the schools of the State system, and libraries for towns and cities, were also provided for. These propositions failed to pass at that time, though they found great favor with the chief friends of common schools. But in the constitution under which the State entered the Union in 1848, essentially the same educational provisions were inserted, except that a backward step was taken in making the distribution of the income of the school fund according to the number of youth of school age, instead of according to attendance.

A STATE SCHOOL SYSTEM.

For nearly two years after the adoption of the constitution there was some confusion from conflict between old and new school laws and from defects in the provisions of the latter, passed in August, 1848. But on the 1st of January, 1850, a revised code, known as that of 1849, went into operation, and thenceforward a true State system was established. Its officers from that time have been: (1) A State superintendent of public instruction, holding office for two years, and having general supervision of the common schools; (2) town superintendents, elected annually, until 1861, for arrangement of districts, examination of teachers, visitation of schools, and apportionment of school moneys, but superseded January 1, 1862, by county superintendents, with terms of two years, counties having more than 15,000 inhabitants being allowed two; (3) district school boards, consisting of a director, treasurer, and clerk, for care of school moneys and school property, for erection of buildings, hiring of teachers, prescription of text books, and for such special supervision of the schools as may enable them to secure the full efficiency of the same. The clerk of each district board is to make an annual report of the condition of the schools.

The main features of the system, as may be seen, have been derived from Michigan, as was natural from the early connection referred to, but the wide awake teachers and officers of it have had every improvement introduced in other States in view, and have brought in others of their own origination. Of the former class are effective arrangements for teachers' institutes, school district libraries, an optional township system of school government, and a linking of graded and high schools with the university. Of the latter, is the endowment of a system of State normal schools, to make them meas-

urably independent of the whims of legislators as well as to secure them larger advantages for their great work. Four of these schools now exist, and do effective service. A State university, with colleges of arts, of letters, and of law, and with an agricultural department of moderate extent, completes the State system. There is also an institution for the blind, at Janesville, and one for the deaf and dumb, at Delavan.

STATE SUPERVISION.

Since the organization of the State system in 1849, ten gentlemen have presided over it as superintendents of public instruction. Eleazar Root, of Waukesha, had the honor of being the first chosen, by consent of both the chief political parties, without any opposition, one year after the other State officers, and of being reëlected next year for the full official term of two years, serving thus from 1849 to 1852. He greatly improved the school statistics, which at first were exceedingly imperfect, and urged the formation of teachers' institutes and schools for training teachers, as well as of graded schools and high schools.

His successor, 1852–'54, was Dr. Azel P. Ladd, of Shullsburg, who recommended the first uniform series of text books, originated the plan of holding normal institutes in counties, drew attention to the fund which could be created from swamp lands, did much to improve the comfort and healthfulness of school-houses, and brought together the teachers in a State association.

The third superintendent was the Hon. H. A. Wright, a lawyer, of Prairie du Chien, who had served as county judge. From January, 1854, to May 27, 1855, he devoted himself to popularizing the school system and to advocating, like his predecessor, the architectural improvement of the schools. He also recommended a new series of text books, and had the pleasure of securing for each school a copy of Webster's Unabridged Dictionary. He died May 27, 1855, before the expiration of his term of office.

Rev. A. Constantine Barry, of Racine, appointed to fill Judge Wright's incompleted term to January, 1856, went then by election through another term to January, 1858, advocating scientific and physical training as well as literary in the schools, and obtaining legal sanction and legislative appropriation for teachers' institutes and normal departments in academies and colleges. Under him the Wisconsin Educational Journal, established about a year before by Hon. James Sutherland and George S. Dodge, became, in March, 1856, the organ of the State teachers' association and of the department of public instruction, as the Wisconsin Journal of Education, a name it has since retained and under which it has done noble service.

Lyman C. Draper, of Madison, succeeded Mr. Barry, serving from January, 1858, to 1860, improving very much, with the aid of Dr. Henry Barnard, the conduct of teachers' institutes, and obtaining, in 1859, the passage of a law for the establishment of town school libraries, with 10 per cent. from the income of the school fund and a special tax of $\frac{1}{10}$ of a mill for their foundation and support.

Next came one since well known as superintendent of the schools of Chicago, J. L. Pickard, for fourteen years preceding principal of the Platteville Academy. Under him arrangements were made for more thorough examination of teachers, and for distinguishing them by three grades of certificates; while the law for creating the county superintendency was secured in 1861. But, partly through his influence, the portion of the school fund which had gone into the township library fund was restored to the school fund in 1862, and the remainder of the fund went in the same direction, though this last was contrary to his advice. He served through two full terms, January, 1860, to January, 1864, retiring September 30 of the latter year, in the first half of a third term, to enter on the superintendency of the Chicago schools.

Col. John G. McMynn, of Racine, served by appointment from September 30, 1864, to January, 1866, and then by election till January, 1868. He had been the chief organizer of the first graded schools in the State, had aided in the formation of the State teachers' association, and had been a prominent member of it from the outset. His superintendency was marked by the passage of the present normal school law, by the establishment of the first State normal school at Platteville, by the location of the second one at Whitewater, by the incorporation of the State agricultural college with the university, and by the embodiment in the State report of returns for academies and colleges.

Hon. A. J. Craig, of Palmyra, who had been an editor of the Journal of Education, a member of the State legislature, and an assistant State superintendent under the two last named, succeeded to the superintendency January, 1868, served through one term and into the first year of another, and was cut off by death July 3, 1870. The law for an optional township school system in place of the old district system was passed in his first term in 1869, and opens the door for large improvement in the schools if it should be extensively adopted. He also put in operation the plan of granting to teachers who stand a successful examination for them perpetual State certificates of qualification. The Whitewater Normal School was opened under him.

Rev. Samuel Fallows, of Milwaukee, was appointed to fill Mr. Craig's unexpired term to January, 1872, and then was elected for a second term to January, 1874. He se-

cured the passage of a law establishing normal institutes of four weeks' duration and appropriating $2,000 yearly to them from the State school fund. He also increased the number of the short term institutes, aided in opening the third normal school, at Oshkosh, and in locating a fourth at River Falls, and brought the high schools into closer relations with the university by the selection of a course of study preparatory to its freshman or subfreshman class, with arrangements for the admission on diploma of such as should have prosecuted this successfully.

The present superintendent, Prof. Edward Searing, of Milton College, entered on duty for his first term January, 1874, and was elected to a second in the autumn of 1875. He had been for ten years professor of Latin and Greek at Milton, had published an annotated edition of the Æneid, and was engaged when elected in preparing a kindred one of the Iliad. He has labored to improve the condition of the graded schools, to encourage the formation of town high schools, to have the text books in the schools made free, to prevent corruption in the system of supplying these, and to have the taxation for the support of schools uniform in the State, dispensing with a varying local tax. He has also succeeded in having women made eligible to all school offices below the State superintendency.

Besides the above State superintendents, President Whitford makes deserved mention of the three assistant superintendents who have served since 1858: Prof. S. H. Carpenter, of the State University, under Mr. Draper; Mr. Craig, subsequently State superintendent, under Messrs. Pickard and McMynn; and Rev. J. B. Pradt, under Messrs. Craig, Fallows, and Searing. These gentlemen are said to have aided greatly in securing uniformity of annual reports, correctness in school statistics, and intelligent decisions on questions in dispute.

ELEMENTARY INSTRUCTION.

THE LOWER SCHOOLS.

While speaking highly of the collegiate, normal, and high school systems of the State, in which he thinks her well in the advance, Superintendent Searing goes on to say that in her lower schools, where, after all, the great mass of her population must be trained, there is still much requiring remedy. "Here are too many young, inexperienced, and untrained teachers. Here are too many inconvenient, ill ventilated, unattractive school-houses. Here, too often, are no fixed terms, no defined courses of study, no educational apparatus, no uniformity of books, no adequate supervision. Here the faults of a generation ago are reproduced and perpetuated. Indeed, but for the corrective influence of institutes and the system of county supervision the district schools of to-day would be inferior to those of thirty years ago." It may be observed that it is of the district schools in the rural regions that the superintendent thus speaks. In several of the cities, and especially in Milwaukee, the lower public schools are among the excellent of their class.—(State report for 1875–'76, p. 48.)

UNINCORPORATED PRIVATE SCHOOLS.

At the time when the school system in the State was organized, a large number of unincorporated private schools were in operation. During the territorial period many of the most competent teachers had been employed in these.

It was natural that schools of this character should be continued for a season, in even some of the older settled places, after the State school system was established. To such an extent were they retained that Superintendent Ladd complained in one of his reports of their deleterious influence upon the public schools. Quite large numbers of them have been maintained each year since the formation of the State. The attendance of pupils upon them has been annually reported to be from 4,000 to 18,000. Greater numbers than these, however, have been taught in them. Some of the religious denominations in the State sustain in connection with a portion of their churches schools with primary, intermediate, and grammar departments. In these schools special religious instruction is usually given. Select schools for more advanced pupils are still kept in cities and villages, under the impression that more careful instruction is imparted and a higher moral tone maintained in them than in the public schools.—(President Whitford, in State report, pp. 383, 384.)

A STATE SCHOOL TAX.

Superintendent Searing has called attention in previous reports to the fact that the public schools of the State are too largely dependent for their support upon local and very unequal taxation, and has recommended that a State tax should supplement the scanty income of the school fund. He repeats this recommendation in the present report, giving the main points upon which it was based, as follows:

(1) That the income of the school fund is less than one-twelfth of the annual cost of the schools; (2) that taxation for the ordinary support of schools is enormously unequal, varying from 1.35 mills on the dollar in Milwaukee to 10 per cent. in some of

the newer portions of the State; (3) that, in consequence, many schools in country districts are necessarily short in duration and poor in character; and (4) that the State has now very scanty means of easily and cheaply enforcing such requirements as the good of the school system may demand; but the income of a State tax might be made a powerful means of increasing attendance and of securing many other conditions on which the welfare of the school system depends, since it could be distributed on such conditions as the legislature might see fit to impose. The principle of "payment according to results" is one which ought to be more fully incorporated into the school system of the State, as it is in those of the most advanced countries of the old world.—(State report, 1875–'76, pp. 31–34.)

CHANGES RECOMMENDED.

Superintendent Searing renews the following recommendations, previously made by him to the legislature, believing them to be essential to the more rapid and satisfactory development of educational interests and results:

(1) A radical change in the system of supervision, which will add to it greater intelligence, permanence, uniformity, and efficiency; (2) a partial change from the present extreme dependence of the school system on local and irregular taxation to the firmer and better basis of the State tax; and (3) a change from the present inefficient district system of school government to the stronger, more intelligent, and more economical township system.—(State report, 1875–'76, pp. 2, 3.)

THE TEXT BOOK PROBLEM.

Knowing that there was much popular discontent with the lack of economy and system in the supply and use of school books, the State superintendent has, since assuming the duties of his office in January, 1874, given much consideration to the subject. The result has been to confirm his opposition to a system of State uniformity of text books, as being impracticable, unsuccessful in other States, unsuitable to the various needs of the people, not economical, and unnecessary; also, to deepen his conviction of the superiority of the plan of puchase by school boards. This plan, he says, has been successful wherever fairly tried, is fully in accord with the system of local government, economical, sure to result at once in local uniformity, and is, in other ways, conducive to the welfare of the schools. He favors, above all, the free text book system, believing that from it is obtained a larger number of satisfactory results to the schools and the people than from any other plan of text book supply adopted or suggested.

Although the law authorizing district purchase of books has been known to the people of the State but little over one year, 267 districts have been reported to the superintendent as having purchased under its authority. Of this number, 137 loaned the books freely to the pupils, and 72 sold them. The remaining districts do not specify. Upward of 1,400 districts have adopted a list of text books.—(State superintendent's report, 1875–'76, pp. 9, 14–17.)

KINDERGÄRTEN.

Four Kindergärten, located in Milwaukee, report a total of 11 teachers, including the principals, and 193 pupils. One of them keeps the children employed in Kindergarten plays and studies 3 hours during 5 days of the week; another, from 4 to 5 hours, 6 days of the week; another, 5½ hours, 6 days; and the last, 5 hours, 6 days. The age of admission in all but one of these schools is from 3 to 7; in that, it is 3 to 8.—(Special returns, 1876.)

CITY SCHOOL SYSTEM.

FOND DU LAC.

Officers.—A board of education, composed of 16 members, 2 from each ward of the city, one-half the number going out of office each year, and a city superintendent of schools.

Statistics.—Number of children from 4 to 20 years of age in the city, 5,993; total enrolment, 2,967. Number of teachers employed, 49. Number of school rooms, 50. Number of pupils the school-houses will accommodate, 2,800. Total expenditures for school purposes, $32,085.47.

Remarks.—The schools, primary, grammar, and high, are divided into 12 grades, the studies of each grade occupying one year. Examinations of pupils for promotion are held annually, but those who are found qualified to enter the grade above them may be promoted at any time. The high school offers both English and classical courses. The total enrolment of pupils in it was 180; per cent. of attendance, 95.—(Report of public schools for 1875–'76, C. A. Hutchins, superintendent.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

One of the strongest features in the public school system of Wisconsin is her well planned, well endowed, and vigorous normal schools. These are endowed with a permanent fund, amounting to nearly a million of dollars, the income of which in 1876 was $81,400.63. From a single school, at Platteville, in 1866, with 6 teachers, and an aggregate enrolment of 219 pupils, the work has grown to 4 schools, with 980 students in normal departments. Three of these report for 1876 a total of 19 graduates in the higher and 39 in the elementary course. The elementary course covers a period of 2 years; the higher of 4 years.

The Platteville school had an attendance in its normal department of 204 pupils, of whom 103 were men and 101 women, and graduated 7 in the senior and 16 in the elementary class, 4 of those in the higher class, and 8 in the elementary being women.

The Whitewater school had in its normal department 95 men and 190 women, and graduated from its higher course 9 students, all but one of them women, and from its elementary course 13, of whom 11 were women.

The Oshkosh school reports an enrolment of 323 students, with 3 graduates, 2 of them women, in its advanced course, and in the elementary course 13, of whom 8 were women.

The school at River Falls, commenced in September, 1875, had an attendance during its first year of 168 students in its normal department.—(State report, 1875–'76, pp. 231-261.)

TEACHERS' INSTITUTES.

In 52 different counties, or superintendents' districts, 65 institutes were held during 1876, and were attended by 4,660 teachers, of whom 1,302 were men and 3,358 women. This is a greater number of institutes than has been held during any previous year. The increase in attendance, too, has been marked, being nearly 1,000 over that in 1875.—(State report, pp. 10, 428.)

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, organ of the State teachers' association and of the State department of public instruction, continued its useful work through 1876, and did not yield to the centralizing tendency which drew many of the school journals of the Northwest into the Educational Weekly, of Chicago, in January, 1877.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Twenty free high schools were organized, under the high school law, during the year 1875–'76. They reported as required, and received aid from the State to the amount, in the aggregate, of $7,466.50. The beneficial results of the law are already to be seen in the systematic and comparatively uniform courses of study in the various schools organized, in a higher average grade of teachers, in increased attendance of non-resident pupils, in the greater number of students preparing for the university, and, in several localities, in new or enlarged buildings expressly erected for the purposes of more advanced instruction.

The number of pupils attending high schools during the year 1875–'76 was 1,284; average daily attendance, $895\frac{14}{20}$. Teachers employed, 37. The number of pupils studying only the higher branches was 620; studying algebra or geometry, 443; natural sciences, 561; modern languages, 194; ancient languages, 167.—(State report, 1875–'76, pp. 5, 27, 449.)

PRIVATE SECONDARY SCHOOLS.

In 1 school for boys, 6 for girls, and 11 for both sexes, outside of the public school system, there have been reported to this Bureau 1,976 pupils, under 134 teachers. Of these, 208 were in classical studies, 646 in modern languages, and 3 were preparing for a classical course in college. Mechanical drawing is taught in 6 of these schools and free hand in 8; vocal music in 9, and instrumental music in 10. Chemical laboratories are reported by 6, philosophical apparatus by 8, and libraries of 40 to 2,000 volumes by 10, the total number of such volumes being 7,005.—(Returns for 1876.)

PREPARATORY SCHOOLS AND DEPARTMENTS.

Two preparatory schools and 10 preparatory departments report 43 teachers and 1,220 students. Of the latter, 422 are preparing for a classical course and 496 for a scientific. One of the schools has apparatus for the illustration of natural philosophy, and 1 a gymnasium.—(Returns for 1876.)

BUSINESS COLLEGES.

Eight business colleges report 1,391 students and 24 teachers. Of the pupils, 33 were studying phonography, 19 telegraphy, 28 German, and 9 French. Seven of the schools teach the common elementary branches and correspondence, penmanship, and bookkeeping; 4, the higher mathematics; 1, surveying; 3, banking and phonography; and 2, political economy, life insurance, and telegraphy.—(Special returns, 1876.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF WISCONSIN.

The State University at Madison embraces a college of arts, one of letters, and a law school.

The year which closed September 30, 1876, is reported to have been one of unusual prosperity to the university, not only in respect to its external and financial interests, but also as to the instruction given and the number and progress of its students.

One of the most important events of the year in its bearing on the external prosperity of the university was the appropriation to it by the legislature of an income tax of one-tenth of a mill on the valuation of the State. This was accompanied by the repeal of the previous yearly appropriations of $17,303.76, but the new tax will increase the income of the university by about $20,000.

The year was also marked by the bestowment of the first scholarships. Hon. John A. Johnson, of Madison, established ten annual ones of $50 each. This aid is for students who have attended the common school or the university at least one year; and, until the year 1900, it is limited to those who can read or speak reasonably well one of the Scandinavian languages.

The chief points of interest in the internal progress of the university during the year 1875–'76 were free tuition to all within the State; more systematic and thorough examinations for admission; a reduction in the number of transient students; a more complete separation of departments in instruction, and a representation in the Centennial Exhibition of sufficient merit to secure an award.

The results of the experiment of coeducation of the sexes in this institution are such as strongly to recommend its continuance. The examinations in all the classes were as creditable to the young women as to the young men. About one-fourth of the number attending the university in 1875–'76 were young women.—(Annual report of board of regents, 1875–'76.)

OTHER COLLEGES.

Beloit College, Beloit, (Congregational and Presbyterian,) embraces preparatory and collegiate departments, the latter with classical and philosophical courses. The object is to provide for the thorough, liberal, Christian education of young men. Its main course of study corresponds with that found in the best New England colleges, known as "the American college course."—(Catalogue, 1876–'77.)

Galesville University, Galesville, (Methodist Episcopal,) is for both sexes, and has preparatory and collegiate departments, the latter with classical and scientific courses. The degrees conferred are A. B., B. S., and Mistress of English Literature, the last being given to young women who complete the scientific course.—(Catalogue, 1875–'76.)

Lawrence University, Appleton, (Methodist Episcopal,) embraces preparatory and collegiate departments, the latter having a classical course, a scientific course, and a course in civil engineering, each covering 4 years.—(Catalogue, 1876–'77.)

Milton College, Milton, (Seventh Day Baptist,) admits both sexes to its classical, scientific, and teachers' courses. The classical course embraces 1 year of preparatory and 4 years of collegiate studies.—(Circular, 1876–'77.)

Racine College, Racine, (Protestant Episcopal,) embraces preparatory and collegiate departments, the latter comprising a school of letters and a school of science. In the school of letters the usual classical curriculum is pursued, while in the school of science a more extended course in English, mathematics, and modern languages is substituted for the study of Latin and Greek.—(Catalogue of Racine College, 1876–'77.)

Ripon College, Ripon, (Congregational,) admits both sexes to the same classes and the same degrees. There is a preparatory department covering 3 years, and a collegiate department with classical and scientific courses of study, each extending over 4 years.—(Catalogue, 1875–'76.)

COLLEGES FOR WOMEN.

Three institutions for the superior instruction of women report a total of 24 teachers and 368 students, of whom 157 were in preparatory, 84 in regular, 36 in partial, and 1 in post graduate studies. The courses of instruction cover from 4 to 8 years. All these schools teach vocal and instrumental music, drawing, painting, French, and German, and 1 teaches Italian. All have apparatus for the illustration of chemistry and natural philosophy; 1 has a natural history museum; 1 an art gallery, and 1 a gymnasium. One reports a library of 1,400 volumes.—(Returns, 1876.)

Statistics of universities and colleges, 1876.

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	110	80	$75,000	$135,000	$11,000	$3,792	$0	$15,000	a9,500
Galesville University	4	0	65	b26	20,000	15,000	1,200	1,300	0	0	4,000
Lawrence University	13	....	65	84	50,000	60,000	4,000	3,350	.....	.....	8,000
Milton College	9	0	173	67	40,000	6,000	400	3,614	0	0	a2,000
Northwestern University	9	....	184	49	50,000	.....	.....	2,360	.....	.....	a2,050
Pio Nono College and Teachers' Seminary*	8	....	104	.....	80,000	.....	.....	20,000	.....	.....	500
Racine College	19	....	126	33	155,000	30,000	2,700	c52,197	.....	.....	1,000
Ripon College	14	0	62	49	65,000	57,000	4,475	3,050	0	0	4,000
St. John's College	12	....	80	80	80,000	0	0	10,000	0	0	a6,500
University of Wisconsin	20	0	72	227	350,000	358,389	32,000	8,000	17,303	5,000	a8,300

* From Report of Commissioner of Education for 1875.
a Includes society libraries. *b* Also 25 students unclassified. *c* Board and tuition.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The department of agriculture of the State university is one of several scientific courses comprised in the college of arts. The design is to give in this department a thorough and extensive course of scientific instruction, in which the leading studies shall be those relating to agriculture. The university farm is used to aid in conducting experiments in agriculture and horticulture.

The other scientific courses comprised in the college of arts are the following: (1) general science, (2) civil engineering, (3) mechanical engineering, (4) mining and metallurgy, and (5) military science. All except the last of these have courses of study covering 4 years and leading to appropriate degrees. The aim is to provide a sound education in the elements of science, and at the same time to allow great freedom in the selection of studies.—(University catalogue, 1876–'77.)

THEOLOGY.

Nashotah House, Waukesha County, a theological school of the Protestant Episcopal Church, provides a 3 years' regular course of study, with a voluntary post senior year. The studies are biblical history and literature, church history and polity, systematic divinity, pastoral theology, sacred rhetoric, and Hebrew.—(Circular, 1875–'76.)

Seminary of St. Francis of Sales, near Milwaukee, (Roman Catholic,) embraces 3 courses, viz, classical, philosophical, and theological. The theological studies are dogmatic, moral, and pastoral theology; canon law, liturgy, exegesis, with an introduction into the Old and New Testaments, church history, and homiletics.—(Circular.)

LAW.

The law department of the University of Wisconsin provides a 2 years' course of instruction, given by lectures and by reading under the direction of the professors, with moot court practice. Graduates of this department are admitted to practice in all the courts of the State.—(University catalogue, 1876–'77.)

Statistics of schools for scientific and professional instruction, 1876.

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.)*a*	....	....	.....	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Nashotah House	6	1	43	3	$150,000	$50,000	$4,000	.....	6,500
Seminary of St. Francis of Sales	13	....	115	9	.....	.....	.....	.....	5,500
SCHOOL OF LAW.									
Law Department of University of Wisconsin.	7	....	18	2	.....	.....	*b*3,500	$1,400	430

a Reported with classical department. *b* From university fund.

SPECIAL INSTRUCTION.

WISCONSIN INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

This institution, located at Delavan, Walworth County, is a school for children who, on account of deafness, cannot be educated in the common schools. The proper age for admission is 12 years, the course of instruction lasting 5. English language, arithmetic, geography, history, and the elements of the sciences are the branches taught. Articulation has been taught with gratifying results to those who could speak before becoming deaf. The number of pupils under instruction during the year 1876 was 190.—(Report, 1875–76, and special return, 1876.)

WISCONSIN INSTITUTION FOR THE EDUCATION OF THE BLIND.

This school for the blind, located at Janesville, has, since its foundation in 1850, had 255 pupils under instruction. The number reported for 1876 was 86. Broom making, cane-seating, fancy work, sewing, and knitting are the employments taught. The library numbers 650 volumes in raised print, and 550 in common print.—(Special return, 1876.)

WISCONSIN INDUSTRIAL SCHOOL FOR BOYS.

The State industrial school for boys, located in the village of Waukesha, was opened in 1860 as a house of refuge. Its name was afterward changed to that of State Reform School, and, last, to the Wisconsin Industrial School for Boys. The institution is purely a school. The inmates are learners, and the overseers are all instructors in the families and the shops, on the farm and the playgrounds, as well as in the schools. There are now two graded schools, one, as formerly, of 5 departments or grades, and a new one of 3. A majority of the pupils are making commendable progress, and a few are excelling in penmanship, arithmetical calculations, and general knowledge.—(State report, pp. 315, 316.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-fourth annual session of the Wisconsin State Teachers' Association was held at Milwaukee July 5, 1876.

After the annual address of the president, H. C. Howland, was presented and referred to a committee for consideration, papers were read and addresses delivered by the following persons: W. H. Beach, of Beloit, on "What shall we teach?" Miss S. A. Stewart, of Milwaukee, on "Normal school work;" Hon. J. L. Pickard, of Chicago, giving many interesting reminiscences of the early days of the school system; Michael Kirwan, of Manitowoc, on "Teachers' examinations;" President W. C. Whitford, of Milton College, on "The early history of Milton College;" Professor Emerson, of Beloit,

on "The early days of Beloit;" President J. B. Angell, of the University of Michigan, on "The philosophic study of literature;" W. M. Lawrence, of Portage, on "The higher education a function of the State;" W. A. Kellerman, of Oshkosh, on "Natural sciences in the schools;" Miss Mary Walker, of Fort Atkinson, on "Our true inheritance;" L. Dow Harvey, of Sheboygan, on "Examinations in graded schools;" A. Earthman, of River Falls, on "The eye and the hand;" Miss Mary A. Brayman, of Platteville, on "Fountains of knowledge;" Dwight Kinney, of Darlington, on "Small colleges;" and Rev. C. E. Gordon, on "Education a reciprocal right."

The proceedings comprised, also, singing, the discussion of the reports of committees, and other interesting exercises. The committee on that portion of the president's address relating to the education of imbecile children reported in favor of the adoption by the State of immediate steps toward the establishment of a school for the instruction of imbecile youth. The report was adopted, members of the association pledging themselves to bring the enterprise to the attention of the people, and to advocate its favorable consideration by the legislature.—(State report, 1875-'76, pp. 299-306.)

CONVENTION OF SCHOOL SUPERINTENDENTS.

In response to the call of Superintendent Searing, thirty-two of the county and city superintendents of the State convened at Madison December 29, 1875.

The first topic chosen by the convention for consideration was, "More effective and permanent supervision," and its discussion elicited the following expressions of sentiment: That the system of county superintendency is in danger of abolition, and should be improved; that among its defects are meagreness of beneficial results, incompetent incumbents, uncertain tenure of office, meagreness of salary, and too great an amount of work. After the adoption of a resolution proposing remedies for the faults complained of, the subject of "Irregular attendance" was considered, a number of superintendents participating in the discussion.—(State report, 1875-'76, pp. 306-314.)

OBITUARY RECORD.

REV. J. LLOYD BRECK, D. D.

This active missionary educator, who passed to his final rest at Benicia, Cal., in April, 1876, laid the foundation of his high reputation in Wisconsin from 1841 to 1850. Born of a family that had known for generations the highest refinements of cultivated social life, a master of arts of the University of Pennsylvania, and a graduate of the General Theological Seminary of the Protestant Episcopal Church in 1841, he devoted himself from the outset with beautiful self-sacrifice to the then arduous work of Christian education in the West. Landing in the September following his ordination at Milwaukee, he penetrated, with two clerical companions, the just opening wilderness beyond, commenced his work at Prairieville, now Waukesha, and subsequently founded, further west in the same county, the "Nashotah House," which grew under him and his associates into one of the most successful theological schools of all the West. In 1850, still eager to be on the border and to build for a population yet to come, he removed first to St. Paul and then to Faribault, Minn. Here, also, while engaged with his usual intense activity in missionary work, he, with like minded companions, laid the foundations of the educational institutions which have since grown into the Shattuck School for Boys and the Bishop Seabury Divinity School of Faribault. Serving for a year as rector of the former to bring it into thorough working order, he, in 1867, with the same aim of laying foundations on the border, removed to California, and established in 1868 the Missionary College of St. Augustine, Benicia, and in 1871 a church school for girls, called St. Mary of the Pacific, at the same place. It was while still watching from his neighboring church the growth of these last trees of his planting that the eager missionary, ardent educator, and gracious gentleman was called to rest, when probably not more than 58.

LIST OF SCHOOL OFFICIALS IN WISCONSIN.

Hon. EDWARD SEARING, *State superintendent of public instruction, Madison.*

[Second term, January, 1876, to January, 1878.]

Rev. J. B. PRADT, *assistant State superintendent, Madison.*

COUNTY SUPERINTENDENTS.

[Terms expire January 1, 1878.]

County.	Superintendent.	Post-office.
Adams	Jesse M. Higbee	Plainville.
Ashland	John W. Bell	La Pointe.
Barron	H. J. White	Rice Lake.
Bayfield	John McCloud	Bayfield.
Brown	T. E. Sedgwick	West Depere.
Buffalo	L. Kessinger	Alma.
Burnett	John G. Fleming	Grantsburg.
Calumet	William B. Minaghan	Chilton.
Chippewa	John A. McDonald	Chippewa Falls.
Clark	William T. Hendren	Neillsville.
Columbia	Kennedy Scott	Rio.
Crawford	G. L. Miller	De Soto.
Dane, (1st district)	A. R. Ames	Door Creek.
Dane, (2d district)	M. S. Frawley	Black Earth.
Dodge, (1st district)	John T. Flavin	Watertown.
Dodge, (2d district)	Arthur K. Delaney	Hustisford.
Door	Chris Daniels	Sturgeon Bay.
Douglas	I. W. Gates	Superior.
Dunn	George Shafer	Menomonee.
Eau Claire	Miss Agnes Hosford	Eau Claire.
Fond du Lac, (1st district)	W. L. O'Connor	Rosendale.
Grant	G. M. Guernsey	Platteville.
Green	Thomas C. Richmond	Bem.
Green Lake	A. A. Spencer	Berlin.
Iowa	Albert Watkins	Mineral Point.
Jackson	T. P. Marsh	Hixton.
Jefferson	C. I. Collier	Rome.
Juneau	J. W. Wightman	Werner.
Kenosha	David H. Flett	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	S. M. Leete	West Salem.
La Fayette	Henry Jane	Shullsburg.
Lincoln	David Finn	Jenny.
Manitowoc	W. A. Walker	Manitowoc.
Marathon	Thomas Greene	Wausau.
Marquette	H. M. Older	Packwaukee.
Milwaukee, (1st district)	Thomas O'Herrin	Oak Creek.
Milwaukee, (2d district)	James L. Foley	Butler.
Monroe	N. H. Holden	Sparta.
Oconto	Maggie M. Comstock	Oconto.
Outagamie	Patrick Flanagan	Appleton.
Ozaukee	S. A. Hooper	Port Washington.
Pepin	J. H. Rounds	Durand.
Pierce	H. S. Baker	River Falls.
Polk	James W. Dean	Black Brook.
Portage	J. O. Morrison	Amherst.
Racine	M. J. Smith	Sylvania.
Richland	David D. Parsons	Richland Centre.
Rock, (1st district)	John W. West	Footville.
Rock, (2d district)	J. B. Tracey	Milton.
St. Croix	Frank P. Chapman	New Richmond.
Sauk	James T. Lunn	Ironton.
Shawano	Miss C. A. Magee	Belle Plaine.
Sheboygan	George W. Weeden	Sheboygan City.
Taylor	O. N. Lee	Medford.
Trempealeau	Amos Whiting	Trempealeau.
Vernon	O. B. Wyman	Viroqua.
Walworth	Frederick W. Isham	Elkhorn.
Washington	S. S. Barney	West Bend.
Waukesha	John Howitt	Waukesha.
Waupaca	C. M. Bright	Waupaca.
Waushara	William T. Williams	Wautoma.
Winnebago	F. A. Morgan	Oshkosh.
Wood	C. B. Garrison	Centralia.

List of school officials in Wisconsin—Continued.

CITY SUPERINTENDENTS.

Cities.	Name.
Appleton	A. H. Conkey.
Beaver Dam	James J. Dick.
Beloit	T. L. Wright.
Berlin	N. M. Dodson.
Columbus	S. O. Barrington.
Fond du Lac	C. A. Hutchins.
Fort Howard	R. Chappell.
Grand Rapids	Henry Hayden.
Green Bay	J. D. Williams.
Hudson	S. C. Simmonds.
Janesville	R. W. Burton.
Kenosha	H. M. Simmons.
La Crosse	J. W. Weston.
Madison	Samuel Shaw.
Menasha	W. H. Lull.
Milwaukee	James MacAlister.
Mineral Point	Thomas Priestly.
Neenah	T. T. Moulton.
Oconomowoc	A. E. Tracy.
Oconto	H. W. Gilkey.
Oshkosh	Charles W. Felker.
Portage	N. K. Shattuck.
Prairie du Chien	Joshua Sutter.
Racine	George Skewes.
Sheboygan	W. C. Tillson.
Watertown	William Bieber.
Wausau	W. C. Silverthorn.

ARIZONA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, (6 to 21)	2,508	2,955	447	.....
Enrolled in public schools	568	1,213	645	.....
Average daily attendance	419	900	481	.....
TEACHERS.				
Men teaching	6	15	9	.....
Women teaching	8	6	.....	2
Average monthly pay of men	$100	$110	$10	.....
Average monthly pay of women	100	90	.....	10
SCHOOLS.				
School rooms	14	21	7	.....
Average duration in days	180	.....	.....	.....
INCOME AND EXPENDITURE.				
Receipts.				
State tax	$4,690	.....	.....	.....
Local tax	9,232	.....	.....	.....
Other funds	14,837	.....	.....	.....
Total	28,760	$31,449	$2,689	.....
Expenditures.				
Building school-houses (mostly)	.....	$17,655	.....	.....
Salaries of superintendents	.....	1,050	.....	.....
Salaries of teachers	.....	10,039	.....	.....
Total	$24,152	28,744	$4,592	.....

(Special returns for 1874–'75 and 1875–'76 from Gov. A. P. K. Safford, ex officio superintendent and president of the territorial board of education.)

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

ADMINISTRATION OF GOV. A. P. K. SAFFORD.

In answer to a request for information relative to the organization of the public school system in Arizona, Governor Safford writes as follows, under date of December 14, 1876:

"Upon assuming the duties of the office of governor in the year 1869, I found that several previous legislatures had enacted school laws, but in none had any positive provisions been made to sustain public schools, it having been left optional with school trustees and county boards of supervisors to levy a school tax or not. The result was that no means were provided, and no schools were organized. I saw clearly that the first and most important measure to adopt was to provide the means by making the tax compulsory and as certain as the revenue for carrying on the machinery of the government. I at once, after assuming the duties of my office, began to agitate the subject. The first legislature convened in 1871. I prepared a school bill and presented

it to the members as soon as they assembled. Scarcely a member looked upon it with favor. They argued that the Apaches were overrunning the country; that through murder and robbery the people were in poverty and distress; that repeated attempts had been made to organize schools, and that failure had always ensued. To these objections I replied that the American people could and ultimately would subdue the Apaches; that unless we educated the rising generation we should raise up a population no more capable of self-government than the Apaches themselves; and that the failure to establish schools had been the result of imperfect statutes during the entire session.

"Finally, on the last day of the session, they passed the bill, after striking out nearly all the revenue which had been provided. The measure was the best that could be secured, and had to be accepted as it was. As soon as the legislature adjourned every part of the Territory was visited, and appeals to aid in establishing schools under the law, which constituted the governor ex officio superintendent, were everywhere made. A desire for schools soon began to appear among the people. We had no books nor teachers; all had to be procured in the older States. In the course of the following year, several schools were in successful operation, and by the time the legislature met again, in 1873, the sentiment had grown so strong that members came generally fully instructed to strengthen the school system to the extent of their power. The law was then amended, making it obligatory to levy a tax of twenty-five cents on each $100 of taxable property in counties, and also a like territorial tax, the fund accruing from the latter to be divided upon the basis of the whole number of children of school age. The next two years the school system flourished to the entire satisfaction of all interested in it. When the legislature of 1875 met, a change in the division of the school fund to a basis of those actually attending school was recommended. This amendment was adopted, and has proved very beneficial to the school interest. At this session an attempt was made to divide the school fund for the benefit of sectarian schools. The measure, ardently supported by the then chief justice of the Territory, was defeated by a large majority in the legislature. A law was also passed by this legislature making education compulsory.

"Since that time the schools have greatly increased in number and usefulness. Among those whose influence has greatly aided in organizing and successfully maintaining the school system may be mentioned Hon. T. J. Bidwell, who contributed his influence in the legislature, and was afterward, by virtue of his office as probate judge, ex officio superintendent of schools for the county of Yuma; also, C. H. Brinly, who held a like position in the legislature and the county of Yuma; Hon. J. T. Alsop, for services in the legislature and as ex officio superintendent of schools for Maricopa County; H. N. Alexander, superintendent of schools for Yuma County, and Hon. Estevan Ochoa, for services as a member of the legislature and as school trustee of the Tucson school district. Being a Mexican by birth, his devotion to the school system, and his clear, practical intelligence, have been of invaluable service in stimulating his people to sustain the public school system. There are also many others who have been of great assistance."

THE SCHOOLS IN THEIR FOURTH YEAR.

The education of the youth in Arizona has kept steady pace with the increase of population and wealth.

Of the 2,955 children of school age, 1,474 were reported in 1876 as able to read and write, making an increase over the number who could read and write reported the previous year of 566. It will be seen that very nearly 50 per cent. of the children in the Territory can now read and write. Every district in which there are sufficient children is supplied with a good free school. Many school-houses have been erected that would do credit to the older States. Considering the short time schools have been established and the many obstacles they have had to overcome, the situation, it is thought, is very encouraging, and offers the best argument that can be presented in favor of the public school system.

The present school law, Governor Safford thinks, meets in the main the wants of the Territory as well as any law that can be devised. He therefore recommends no changes in it.—(Reports of Governor Safford for 1875 and 1876 and fourth biennial message to the legislature.)

SCHOOL-HOUSES.

A two-story brick school-house was erected in 1876 at Prescott, costing, completely furnished, $17,339.30, and seating 200 pupils. One was built at Tucson, the capital of the Territory, in 1875, at a cost of $9,781.96, and paid for by donations from the people. It has three rooms, one for girls, the other two for boys in different grades. These are the only two specifically described.

LIST OF SCHOOL OFFICIALS IN ARIZONA.

TERRITORIAL BOARD OF EDUCATION.

[Term, January 1, 1877, to December 31, 1878.]

Name.	Post-office.
Hon. John P. Hoyt, governor and ex officio superintendent of public instruction	Tucson.
Hon. John J. Gasper, secretary of the Territory	Tucson.
Hon. Pinckney R. Tully, territorial treasurer	Tucson.

COUNTY SUPERINTENDENTS.*

[Term, January 1, 1877, to December 31, 1878.]

County.	Superintendent.	Post-office.
Maricopa	William A. Hancock	Phœnix.
Mohave	Charles Atchison	Cerbat.
Pima	John S. Wood	Tucson.
Pinal	John D. Walker	Sanford.
Yavapai	H. H. Cartter	Prescott.
Yuma	H. N. Alexander	Yuma.

* The probate judge of each county is ex officio county superintendent of schools

DAKOTA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, (5–21)	8,343	10,396	2,053	.....
Enrolled in public schools	4,428	5,410	982	.....
Not attending school	3,915	5,049	1,134	.....
TEACHERS.				
Men teaching	.....	85	.....	.....
Women teaching	.....	181	.....	.....
Total number of teachers	208	266	58	.....
Pay of men a month	$55	.....	.....	.....
Pay of women a month	25	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	296	328	32	.....
School-houses reported	.....	215	.....	.....
Value of school property	$24,926	$41,784	$16,858	.....
INCOME AND EXPENDITURE.				
Receipts.				
From county tax	$13,138	$13,026	.....	$112
From local tax	15,513	19,396	$3,883	.....
Yankton city receipts	.....	19,586	19,586	.....
Private subscriptions	3,952	.....	.....	3,952
Total	32,603	52,008	19,405	.....
Expenditures.				
For teachers' pay	$18,046	.....	.....	.....
For building, repair, rent, &c	9,985	.....	.....	.....
Incidentals	4,572	.....	.....	.....
Yankton City expenditure	.....	$17,198	.....	.....
Territorial expenditure	.....	32,804	.....	.....
	32,603	50,002	$17,399	.....

(Biennial report for 1875 and 1876 of Hon. J. J. McIntire, territorial superintendent of public instruction, and statistics of city of Yankton.)

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

AUTHORITIES.

Laws of Dakota and Reports of Territorial Superintendents.

LEGISLATIVE ACTION.

Organized as a separate Territory in 1861, Dakota then embraced the whole vast region extending from Minnesota on the east to the Rocky Mountains on the west, and from the Niobrara River on the south to the British Possessions on the north, comprising more than 350,000 square miles. A large part of it was still occupied and roamed over by the red men, and the population of the portions settled by the whites was small and sparse. Yet at the first session of its legislature, May 13, 1862, an act for the regulation and support of common schools met the approval of the governor and went at once into effect. It provided for the division of each organized county by the county commissioners into school districts; for the election in these of district school boards, composed of a director, clerk, and treasurer; for schools in each district, to be kept open at least three months in the year, to be sustained and furnished by an annual district tax, and to be free to all white children of school age (5–21) residing in the district. For the supervision of these schools county superintendents of public instruction were to be appointed by the county commissioners of each county; to apportion the school moneys according to the school population, visit the schools at least once in every term, see that the reports of them were regularly made, and examine annually all persons offering themselves as teachers. Graded schools and union schools were also provided for. Further action in the same directions was taken in the session of 1865–'66, but the alterations made are not accessible.

January 11, 1867, the law was amended by adding to the previously mentioned offi-

cers a territorial superintendent of public instruction, to hold office for a year from January 1 preceding, and subsequently to be elected for terms of 2 years, with the usual duties belonging to that office. In the same law appears a county tax for schools, additional to the preceding district taxes, and consisting of $1 on each elector and 2 mills on the dollar of all taxable property paid, a rate which has been since continued though district taxes have been increased.

Successive acts of January 3, 1868, January 5, 1869, January 13, 1871, January 15, 1875, have recognized and provided for the same territorial, county, and district school officers, with some modification of their powers and duties. Thus the duty of the county superintendent to visit the schools of his county once in each term has been changed to once a year. The duty of the territorial superintendent to hold each year a territorial teachers' institute was modified in 1873 by a permission to hold annually an institute in such counties as he should deem advisable, at which institute teachers of the county were "expected to be present;" while in 1875 this phraseology was dropped, and the old mandatory style of requiring him to hold a territorial teachers' institute from 4 to 10 days annually was restored. His duty of selecting, with the county superintendent, a set of text books for recommendation in each county was, after 1867, changed to the duty of recommending them for the Territory, and of endeavoring to secure a uniformity of them throughout. His pay of $3 daily for all time actually occupied in his official duties was made, in 1868, $4 daily; in 1873 it was changed to a fixed salary of $600 per annum, again going back to a daily pay, but of $5 instead of $4, in 1875. Since 1871 a deputy superintendent for the northern portion of the Territory has been allowed, with the same pay for the same service.

SCHOOL REPORTS.

The first published reports are not accessible, and are said to have been quite imperfect from defective school returns, but the census of 1870 showed 1,144 children in attendance on all schools, of whom 136 were foreign born.

The report of 1873, though still complaining of imperfect returns, gave the number of enrolled pupils in the 100 reported public schools as 2,006 out of a school population of 5,312, while the income from taxation for support of schools was $16,673, and the expenditure on them the same. In 1875 the number of children in the schools had increased to 4,428, gaining considerably on the reported population, while the income and expenditure for schools were each $32,603. In 1876 the enrolment was 982 beyond that of the preceding year, with an increase of 32 organized districts and of 58 teachers in public schools.

SUPERINTENDENTS.

The first territorial superintendent was James S. Foster, by choice of the legislature for two successive terms of one year each, in 1867 and 1868, and by election of the people for a two years' term from January, 1869, to January, 1871. He then became deputy superintendent for the northern portion of the Territory. His successors have been J. M. Turner, 1871–'73; E. W. Miller, 1873–'75; J. J. McIntire, 1875–'77. In November, 1876, William E. Caton was elected to succeed Mr. McIntire January 1, 1877.

GENERAL CONDITION OF EDUCATION.

PROGRESS OF THE SCHOOLS.

Since the organization of the school system steady progress has attended the efforts of the friends of education. The people of the Territory are gradually rising above the very serious obstacles with which they at first had to contend, such as sparsely settled communities, mixed population, inexperience in school matters, and want of pecuniary means. Nearly every settled portion of the Territory has been organized into school districts, in which schools are taught during some part of the year. In the organized communities there is one school district to every 30 children of legal school age. In the unorganized counties, where there are but few inhabitants, private schools, supported by subscription, have in some instances been taught. Of these schools, however, the superintendent has not been able to collect reliable statistics.—(Report for 1875 and 1876.)

GRADED SCHOOLS.

Elk Point, Vermillion, and Sioux Falls have introduced the graded school system, and are conducting their schools under the supervision of good and experienced teachers. Canton, Gayville, Bon Homme, and Springfield are partially introducing and rapidly approaching the graded system.—(Report for 1875 and 1876, p. 19.)

SCHOOL-HOUSES AND FURNITURE.

The number of school-houses built during the year could not be ascertained from the imperfect reports received, but from personal inquiry and observation the superintendent is satisfied that there were more erected during 1875–'76 than in any previous year. The houses recently built, too, are more substantial and of better material than the old ones. The log house of the river valleys and the sod house of the prairie have given way to the more elegant and commodious wood or brick building.—(Report of superintendent for 1875 and 1876, p. 19.)

PROGRESS AMID DIFFICULTIES.

In a letter dated February 21, 1876, the superintendent gives the following general view:

"Our educational interests are in a state of formation. The masses who are rushing here from all parts of our country and the Old World, forming settlements in remote and, in many instances, in widely separated parts, have to be brought together and trained in the line of order and harmony. The work is difficult and slow, yet it progresses. Our school laws are mostly copied after those of the older States which have been most successful in the educational field. 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 some of the larger villages, and Yankton has a prosperous academy, the only school of higher grade in the Territory; all others are carried forward under the common school system."

CITY SCHOOL SYSTEM.

YANKTON.

Officers.—A board of education consisting of 8 members elected for terms of 4 years, 2 going out of office each year. The secretary of the board is ex officio superintendent of the city schools.

Statistics.—Number of children of school age, 5–21 years, 867; number of pupils enrolled, 626; average number belonging, 352; average daily attendance, 319; number of days the schools were taught, 185; number of school rooms used for both study and recitation, in charge of one teacher, 7; total number of school rooms, 9; number of teachers employed, 8. Total receipts for school purposes, $19,585.29; expenditures, $17,198.15.

Remarks.—The report is the first one issued by the board, which was organized in February, 1875, and covers a period of 19 months. During this period large gains have been made in the efficiency of the schools and in the number of pupils attending, so many private schools being closed that it was difficult to provide school accommodations for all who needed them. The schools are divided into 9 separate grades, including the high. The first four of these are classed as primary, the 5th, 6th, 7th, and 8th as grammar schools. The enrolment in the high school was 67; average number belonging, 44. These include the 8th-grade pupils, who are to form a part of the high school until it shall be filled with pupils who have passed that grade. Good progress has been made during the year 1875–'76 in building up this school.—(Report for 1875–'76 of board of education and Secretary Wm. M. Bristoll.)

LIST OF SCHOOL OFFICIALS IN DAKOTA.

Hon. W. E. CATON, *territorial superintendent of public instruction, Elk Point.*

[Term, January 1, 1877, to January 1, 1879.]

COUNTY SUPERINTENDENTS.

[Term, January 1, 1877, to January 1, 1879.]

County.	Superintendent.	Post-office.
Armstrong	W. H. Curtis	Milltown.
Bon Homme	Samuel Hitchcock	Springfield.
Brookings	J. S. Cummins	Medary.
Brûlé	J. R. Lowe	Brûlé City.
Burleigh	Mrs. Linda W. Slaughter	Bismarck.
Cass	J. S. Campbell	Fargo.
Clay	C. C. Bridgman	Vermillion.
Davison	John Morris	Firesteel.
Grand Forks	George H. Wheeler	Grand Forks.
Hanson	J. M. McBride	Rockport.
Hutchinson	S. M. Daboll	Olivet.
Lake	J. H. Law	Madison.
Lawrence	C. H. McKinnis	Deadwood.
Lincoln	B. F. Jacobs	Canton.
Minnehaha	F. Rice	Sioux Falls.
Moody	P. A. Vannice	Flandreau.
Pembina	H. R. Vaughn	Pembina.
Richland	J. M. Ruggles	Wahpeton.
Stutsman	W. A. Coe	Jamestown.
Traill	James Paton	Caledonia.
Turner	S. F. Andrews	Swan Lake.
Union	W. H. H. Fate	Elk Point.
Yankton	A. W. Barber	Yankton.

DISTRICT OF COLUMBIA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Youth of school age, (6 to 17)	31,671	31,671	.....	.....
Enrolled in schools	18,785	19,629	844	.....
Average monthly enrolment	14,417	15,646	1,229	.....
Average daily attendance	13,494	14,907	1,413	.....
Attendance in private schools below high.	5,534	5,774	240	.....
Attendance in private high schools	1,727	1,918	191	.....
TEACHERS.				
Men teaching	22	26	4	.....
Women teaching	271	281	10	.....
Average monthly pay of men	$113	$120	$7	.....
Average monthly pay of women	75	80	5	.....
SCHOOLS.				
Public school rooms for study	274	289	15	.....
Average duration in days	191	191	.....	.....
Estimated value of school property	$1,114,162	$1,164,606	$50,444	.....
INCOME AND EXPENDITURE.				
Receipts.				
Local tax	$410,678	$201,310	.....	$209,368
Other sources	106,932	22,062	.....	84,870
Total	517,610	223,372	.....	294,238
Expenditures.				
Sites, buildings, and furniture	$61,123	$56,785	.....	$4,338
Salaries of superintendents	9,520	9,925	$405	.....
Salaries of teachers	*209,368	*163,646	.....	*45,722
Miscellaneous or contingent	86,569	175,472	88,903	.....
Total	366,580	405,828	39,248	
PER CAPITA EXPENDITURE—				
On school population	$9 76	$11 12	$1 36	.....
On pupils enrolled	16 90	17 95	1 05	.....
On average daily attendance	22 90	23 64	74	.....

* The decrease in the amount paid for teachers' wages here indicated is only apparent, as an examination of other items in the table will show; the amount for 1874-'5 includes a balance due on account of the preceding year.

(Special returns for 1874–'75 and 1875–'76, from Hon. J. Ormond Wilson, city superintendent of schools for whites.)

HISTORICAL SKETCH OF THE DISTRICT SCHOOL SYSTEM.

AUTHORITIES.

History of the Public Schools of Washington City, by Samuel York At Lee; History of the Public Schools of the City of Georgetown, by the same; Historical Sketch of the Colored Schools, by Superintendent George F. T. Cook; Historical Sketch of the County Schools, by C. B. Smith—all in Report of the Board of Trustees of Public Schools of the District of Columbia for 1874–'75.

A GREAT EARLY PLAN.

The municipal government of Washington was authorized by an amended charter in 1804 to provide for the establishment and superintendence of schools. Accordingly, the city council passed, December 5, of that year, "An act to establish and endow a permanent institution for the instruction of youth." The idea, as subsequently expanded and explained, was to have this institution embrace "three great departments," schools for teaching the rudiments of knowledge; a college in which the higher branches should be taught; and a university for the acquisition of the highest range of studies. The schools alone were to be first instituted, the college and university to wait for favoring circumstances, which never yet have come. The whole were to be under the superintendence of a board of 13 trustees, 7 appointed by the city council and 6 chosen by the persons contributing to establish and maintain the schools.

A MODEST BEGINNING.

A board selected on this plan was chosen in July, and organized in August, 1805, with Mr. Jefferson, then President, as its selected chairman. At subsequent meetings in September, the above mentioned scheme was presented and adopted; it was resolved to begin with 2 schools; one east of the Capitol and one west of it. In these "poor children" were to be taught reading, writing, grammar, and arithmetic, and such branches of the mathematics as might qualify them for occupations they were meant to follow; while pay pupils were to be instructed, also, in geography and Latin. For tuition of the "poor children" there was appropriated by the city council so much as might be necessary of the net proceeds of taxes on slaves and dogs, and on licenses for carriages and hacks, for ordinaries and taverns, for retailing wines and spirits, for billiard tables, for theatrical and other amusements, and for hawkers and peddlers. This appropriation paying the expenses of the poor, they were to be held free scholars in the schools. Others were to pay $5 a quarter for tuition. The arrangements for instruction and supervision were good.

On this basis teachers were appointed and the schools apparently commenced in 1806; but in 1809 the city council withdrew its appropriation of the taxes on slaves, &c., for poor scholars, and substituted a fixed sum of $800 a year, which was $700 less than the former had amounted to. The result was a merging of the two schools in one, from inability, with the reduced appropriation, to meet the salaries of two competent principal teachers. And as a larger range of studies was provided for, a higher charge for pay pupils was determined on for such as should go forward into the more advanced branches. The limit of instruction for poor pupils was at the same time made 2 years.

A LANCASTERIAN SCHOOL.

Even with the above economical arrangements there was embarrassment from lack of funds, and in 1812 a further change to the still more economical Lancasterian plan of instruction was resolved on. A teacher sent out by Mr. Lancaster from England was engaged, a school on the monitorial system commenced, and an effort made to secure from the city council a renewal of its first appropriation for all schools and aid in erecting a building for the Lancasterian school, with another to accommodate the overflow from it and the increase of school population. The council refused the appropriations asked for; but Congress authorized, in November, 1812, a lottery to raise $10,000 for two Lancasterian schools. What was realized from this does not appear, but probably very little, for in August, 1815, we find that the Lancasterian school first opened had been for some time discontinued for want of a room, and the suspension evidently continued till the close of the following year. The other two schools — the eastern one having been reopened, and both allowed to sustain themselves as they best could from the fees of pay scholars and a small allowance from subscriptions for free pupils — were in evident embarrassment. The council, in 1816, on an earnest and unanswerable appeal from the trustees, renewed its appropriation of $1,500 annually for the schools, and added to it a temporary one of $600 more, dividing the city at the same time into two school districts, each with its own board of trustees. But two years later the appropriation was again withdrawn, and $1,000 to the western school alone for the education of poor children substituted for it.* From this time on we read of no additional appropriation of any moment from the council till 1841, when "two female charity schools" on Capitol Hill received something from it. The other schools worked on as before on what came in from tuition fees and subscription, till, through the lotteries authorized for their relief, a fund of $40,000 was secured, on the interest of which they subsisted till 1844, the Lancasterian one continuing at least till 1827, when the reports from it drop out of view.

* Of the shifts to which this parsimony of the city councils drove the school board we have an illustration in the fact of their occupying, in 1821, evidently with great gladness, for their Lancasterian school what had been the old stable of the President, corner of 14th and G streets. The building still remains as a relic of those times and was used as a public school until 1876.

A BETTER ERA.

In 1841 an agitation for the improvement of the school system was commenced and resulted in a reorganization of it at the close of 1844 and the establishment, January 1, 1845, of a combined free and pay plan under a consolidated board composed of 3 trustees from each of the 4 wards. An appropriation of $3,650 was made by council for erecting school-houses and securing rooms, and about $5,000 annually for support of schools for several following years, from a poll tax of $1 on each free white male citizen.

In 1848, under this spirit of improvement, tuition fees were abolished and the public schools made free. In 1860 a tax of 10 cents on every $100 was authorized to be raised for their support. In 1869 a superintendency of schools was created, and from that time until now there has been continual and great advance, first under Mr. Zalmon Richards, superintendent of white schools, 1869–'70, and next under Mr. J. Ormond Wilson, who still holds the position, with Mr. G. F. T. Cook as superintendent of colored schools.

In 1874 all the public schools of Washington, Georgetown, and the county were put under the charge of a consolidated board of 19 trustees, 11 to be residents of Washington, 3 of Georgetown, and 5 of the county. Of this board, Messrs. Wilson and Cook are the executive officers.

The schools of Georgetown, beginning with a Lancasterian one in 1810, experienced in their early days the same embarrassments from lack of funds with those of Washington; but after 1815 they had an annual appropriation of $1,000. In 1855 a revival and improvement of them was begun which advanced with steadily increasing momentum until 1874, when the school guardians of the earlier times and the trustees of 1871 yielded to the one board of 19 trustees for the whole District, constituted in 1874. Since then it has had erected for it one of the most spacious and commodious school buildings of the District, and now numbers 17 public schools in at least 4 different buildings, with about 1,500 pupils in them, having also the advantages of the Peabody free library, and of the Linthicum Institute, a free evening school.

The county schools, embracing in their territory all the District outside of the cities of Washington and Georgetown, were first organized as a portion of the public school system under an act of Congress approved June 25, 1864. In the first year following 4 school-houses were erected and 5 rented. At the close of 1866 there were 10 school-houses, 13 schools in operation, and 635 pupils; under the guardianship of the 5 members of the District school board, since 1874, they have gone on increasing till at the close of the year 1874–'75 they numbered 18 school buildings, 32 schools, and 1,876 pupils.

The colored schools, as public schools, took their rise from an act of Congress passed May 21, 1862, requiring that 10 per centum of the taxes collected from persons of color in Washington and Georgetown should be set apart for the initiation of primary schools for colored children residing in these cities. The small amount resulting from this did not permit of the opening of any school till 1864, when one was set on foot. Another act of June, 1864, gave the colored children their full proportion of all school funds raised in the two cities; and from 1866, when this law went into operation, their schools have increased from 5 to 75 within the District, their teachers from 7 to 88, and the pupils from 450 to 5,489 to the close of the school year 1874–'75.

A normal school for the instruction and preparation of female teachers for the white schools of the District has existed since 1873, and in the Sumner colored school there is also some training of teachers for the colored schools.

There is no central high school yet established, though one was authorized as far back as 1848. High school studies are, however, pursued in different schools.

ELEMENTARY INSTRUCTION.

PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA.

The District of Columbia has an area of about sixty-four 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. The races are separated in the public schools, but like advantages are afforded each. The white schools are taught exclusively by white teachers. The establishment of schools for colored children was a happy sequence of the great 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 these schools. About one-eleventh of the school population of the District of Columbia is found in the county. The schools for these children are similar to country and village schools elsewhere; those in the small villages near the boundaries of the city being partly graded, and those in localities having a sparse population being ungraded. All of the public schools of the District of

Columbia 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 1. 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.

There are two superintendents, one having charge of the white schools in the cities and both classes of schools in the county, and the other having charge of the colored schools in the cities.

The members of the board and the superintendents are appointed to their offices by the Commissioners of the District of Columbia, and the term of office is subject to their pleasure.—(Report for 1875–'76 of Hon. J. O. Wilson, superintendent, p. 21.)

WHITE SCHOOLS OF WASHINGTON AND GEORGETOWN.

The whole number of white children enrolled during the year 1875–'76 was 12,083; the average number enrolled was 9,831; and the average daily attendance was 9,343. The per cent. of the entire white school population enrolled in the public schools was 62.9. 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 55—one more than for the previous year.

The percentage of attendance based upon the average number enrolled was 95.1, showing a gain of .6 over the past year. The largest number of pupils enrolled on the last day of any month is found in November, when it was 10,026. The number of pupils on the rolls at the close of the schools in June was 9,025, a larger proportion than usual having continued in school to the end of the year.

The attendance in the public schools of these cities is now limited by the accommodations furnished. The lack of these has caused the assignment of too many pupils to a teacher. An average enrolment of 55 pupils to each is quite too large, larger than will be found in other cities. Almost the entire school population would attend the public schools if they were prepared to receive and properly instruct so many pupils.

It was found necessary at the beginning of the year to increase the number of half-day schools. There are twenty in operation at this time, all of the first and second grades. The children in these half-day schools are making as good progress as those who attend all day. Continued experience and observation confirm the opinion expressed in former reports, that the daily school session for children during the first two years of the course should not exceed from three to four hours.

ARRANGEMENT OF STUDIES.

The course of study is divided into nine grades, each including a year's work. The first eight grades comprise the course ordinarily prescribed for elementary schools. In the ninth, high school work is begun; some of the studies of the eighth are continued, and the following, in addition thereto, are permitted: astronomy, book-keeping, botany, English literature, geometry, general history, physics, physiology, and rhetoric. Pupils of these highest two grades were seated in the same school room and instructed by the same teacher until the beginning of the present school year, when the several small advanced classes of girls were consolidated and organized into a separate school called the advanced grammar school for girls.

There is now abundant material in our schools, and urgent demand for a large high school. The best interests of these cities require that the provisions for public education shall be as good and extensive as can be found in other places.

At the beginning of the year, the course of study in drawing was revised and adapted to the present wants of the schools. Each year finds the higher grades further advanced in this study, and will continue to do so until the pupils in the lowest grade where Walter Smith's system was introduced, in 1873, have passed through all the grades up to the highest, receiving the instruction prescribed for each. During each of the past three years all the teachers have regularly attended a course of normal lessons given by the teacher of drawing on Saturdays, and in this way have made themselves competent to teach drawing well.*—(Report for 1875–'76 of Superintendent Wilson, pp. 24, 27, 32, 34, 40.)

SCHOOL BUILDINGS.

Superintendent Wilson, in his report of the white schools for 1875–'76, says:

"At the present time the lack of suitable buildings for the white schools of Washington is the most important subject to which the attention of the board can be called. The number of these schools is 166; the whole number of pupils enrolled in them during the last school year was 10,967, and during the past four years the average annual in-

* So well, indeed, that more than one observer, after a visit to the educational exhibit at the Centennial, thought the work upon the blackboards in the chief schools of Washington and Georgetown might well challenge comparison with that of almost any city schools.

crease in the enrolment has been about 700 pupils. Each school by itself occupies a room for both study and recitation, and thus 166 school rooms are required. Fourteen buildings, owned by the District of Columbia and designed and erected expressly for school purposes, furnish 94 schools with very good rooms, and the remaining 72 schools, which are attended by about 4,500 children, are occupying such tenements as can be rented for their use: basements of churches, wooden barracks left by the late war, spare rooms in market houses, and edifices originally designed for private residences, and so constructed that they can readily be changed into residences in the event of their abandonment by the schools. In the construction of these rented rooms no thought of providing an abundant supply of light and pure air for 60 children entered into the design of the architect or builder. Such improvements as were feasible have been made at the expense of our school fund, and yet, in some instances, these rooms have been condemned by the board of health, and in many more by the parents whose children are obliged to occupy them or remain out of school. They are a constant source of annoyance to the school officers, upon whom is imposed the duty of assigning the pupils to the various schools, as all parents desire to have their children placed in the better buildings, however distant from these may be their residences. The inequality of the accommodations furnished by these two classes of buildings is manifest.

"At the same time the District government is paying for the inferior rented rooms about $25,000 per annum, a sum sufficient to purchase a site and erect a substantial building, with eight or ten good school rooms, in which could be seated a number of pupils equal to the average annual increase in the enrolment. The amount paid for rent per annum averages fully 10 per cent. of the value of the property rented, and so much of the school fund is absorbed in this way that all hope of purchasing sites and erecting buildings seems to be precluded from the future, unless there is a radical change from the present policy. A change is certainly advisable.

"At the prices now ruling for ground and materials and labor for building, it is estimated that $225,000, economically and judiciously expended in sites and plain, well arranged buildings, would furnish all the accommodations supplied by the rooms now rented. If this sum were borrowed the annual interest at 6 per cent. would amount to but $13,500, thus leaving of the sum now paid for rent and repairs $11,500 to be applied to the payment of the principal.

"The evil of paying out so large a portion of the school fund for rents and repairs has been and is growing rapidly, keeping pace with the increase of attendance in the schools, and very little has been done to check it during the past five years. The Jefferson school building was completed in the summer of 1872, and since that time there has been erected for the white schools of Washington but one school building, and this gave them only six additional school rooms.

"The accommodations for the other schools in the District of Columbia are more satisfactory. In Georgetown and the county the buildings occupied by the schools are all owned by the District government, and are in good condition. Prior to the recent destruction by fire of the John F. Cook building, which contained twelve school rooms, only seven school rooms were rented for the use of the colored schools of Washington and Georgetown. All the other rooms occupied by these schools were in buildings owned by the District government."

Superintendent Wilson recommends that the fund to endow the white schools of Washington, which was created under acts of Congress approved in 1812 and 1820, be invested in school sites and buildings. It is now invested in corporation stock, which pays only 6 per cent. interest, while the District government is renting buildings for the use of the schools to which it belongs at an annual cost of from 10 to 15 per cent. of their value.—(Report for 1875–'76 of Superintendent Wilson, pp. 21–23.)

SCHOOLS FOR COLORED CHILDREN.

These schools are graded as primary, grammar, and high, the primary covering the first, and the grammar the last 4 years of the course.

Of the schools in operation during the year, 62 were primary, 13 grammar, and 1 high. Of the primary schools, 4 were of mixed classification, having each a class pursuing studies of the lowest grammar grade; 6 of the grammar schools, also, had each a class pursuing studies of the highest primary grade. In the organization of these schools one year was required for the completion of a grade, as in the white public schools of Washington. The constant fluctuations in attendance showed that the adherence to the grade of a year's length presented many disadvantages. It was found, shortly after the opening of the schools in each year, that vacant seats increased monthly from the frequent withdrawals on account of the adverse circumstances of very many of the population. A choice between two evils, under the circumstances, was presented, viz, a large number of vacant seats, to maintain fair grading, or the abandonment of good grading in promiscuous admission. A large number of vacant seats, in the face of thousands of children without other school provision, seemed violative of the act of establishment and subversive of its ends; while admission to the vacant seats, irrespective of attainments, or without adaptation to the progress of the grade, favored such multiplicity of classes as to make efficient instruction very slow

and uncertain. In the consideration of such disadvantages it was seen that relief, to some extent, could be had in such divisions of the course of instruction as would require less time for the completion of each division, and thereby afford more frequent opportunities for beginning the grade; therefore the grade of one year's length was divided into two grades of one half year each. Such action has greatly enhanced the admissions.

The whole number of pupils enrolled was 5,454, or about 50 per cent. of the school population. The average number in daily attendance was 4,354, which was 98.1 per cent. of the average enrolment. The entire enrolment was 35 less, while the number in daily attendance was 430 greater than in the previous year, thus showing a very positive and favorable increase in regular attendance.

In the study of music, results generally were excellent. The classes organized the previous year among the corps of regular teachers were continued with increased benefit to the schools. In music, as in drawing, colored children show the greatest aptitude, and the ease with which they learn to read music, even of very difficult character, is almost wonderful. This ready acquisition is confined to no one grade, but is quite general in all.—(Report of Superintendent G. F. T. Cook, pp. 172–175, 180.)

KINDERGÄRTEN.

Six private schools of the above class report an aggregate attendance of 163 pupils taught by 6 assistants and the principals. All these schools were kept open 5 days of the week. In two of them the sessions lasted 4½ hours; in one, 3½; in one, 3; in another, 4; and in another, 5. In 3 of these schools the age of admission was from 3 to 7; in the others it was from 3 to 8, 3 to 9, and 3 to 10.—(Special returns, 1875–'76.)

TRAINING OF TEACHERS.

NORMAL CLASSES.

The normal school of Washington—though not yet supplied with half the facilities it needs, its course limited to a single year, its teaching force too small, and both the age and the qualifications of its pupils on entering below the desirable standard—has amply demonstrated the potent and beneficent influence of a training school as a part of a city system. Since its establishment, in September, 1873, it has graduated 56 teachers; of which number one, an excellent teacher, died, one is now teaching in a private school, and 53 are teaching in the public schools of the city: 21 in the first grade, 18 in the second, 6 in the third, 5 in the fourth, and 3 in the fifth. A more intelligent, skilful, and zealous body of young teachers we venture to assert can nowhere be found. Since this new force entered the first grade—the first, and, perhaps, the most important year of the course—not only has the quality of the work been greatly improved, but the quantity has been well nigh doubled.

Twenty young ladies were admitted into the Washington Normal School in September, 1875. One of the number was compelled to withdraw in November on account of the death of her father. Nineteen completed the course of study, and received their certificates June 9, 1876.

A normal department has been established in connection with the high school for colored children. The course of study is the same and covers the same time as that of the normal school. Graduates, if employed to teach, receive certificates as acting teachers, and after one year's successful practice are given full certificates as teachers. A class of 12 was graduated from this department in 1876.—(Report of the board of trustees, 1875–'76, pp. 36, 182.)

To the above must be added the normal departments of Howard University and of Wayland Seminary and Miner Normal School, all in Washington. The first 2 have a course of instruction covering 3 years; the last has a course of 2 years. The normal students in Howard University during 1875–'76 numbered 27, of whom 12 were men and 15 women. The attendance at the other two schools is not given.—(Special returns and printed report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The high school branches are studied in the higher grammar grades of the public schools for white children and in the high school for colored children. In the eighth grade of the schools for white children there were 144 pupils in 1875–'76, and in the ninth or advanced grade, 144. The high school for colored pupils numbered 75 students, including 12 in the normal department.—(Report of board of trustees, 1875–'76.)

PRIVATE SECONDARY SCHOOLS.

In 5 schools for boys, 15 schools for girls, and 3 for both sexes, outside of the public school system, there have been reported to this Bureau 1,107 pupils under 108 teachers. Of these 191 are in classical studies, 197 in modern languages, 38 preparing for a classical course in college, and 8 for a scientific course. Mechanical drawing is taught in 7 of these schools, free hand in 15, and vocal and instrumental music in 13. Chemical laboratories are reported by 4, philosophical apparatus by 5, and libraries aggregating 3,491 volumes by 11.

BUSINESS COLLEGE.

The Spencerian Business College reports for 1875–'76 an attendance of 150 students, of whom 25 were studying phonography. The studies taught are the common English and correspondence, penmanship, book-keeping, banking, commercial law, political economy, and phonography.—(Special return.)

SUPERIOR INSTRUCTION.

COLUMBIAN UNIVERSITY, WASHINGTON.

This university embraces preparatory, collegiate, law, and medical departments. The course of instruction in the collegiate department is comprised in 7 schools, viz: (1) English; (2) Greek; (3) Latin; (4) modern languages; (5) mathematics; (6) natural science; and (7) philosophy. The denomination in control is Baptist.—(Catalogue, 1875–'76.)

GEORGETOWN COLLEGE, GEORGETOWN.

The departments here, under a university charter granted in 1815, are classical, medical, and law. The classical, including a preparatory course, covers a period of 7 years. Applicants for admission to the preparatory course must know how to read and write, and must bear a good moral character. The college is under the control of the Roman Catholic Church.—(Catalogue, 1875–'76.)

HOWARD UNIVERSITY, WASHINGTON.

This institution is non-sectarian, and admits both sexes and all races. The departments of instruction are normal, preparatory, collegiate, medical, theological, and law.—(Catalogue, 1874–'76.)

NATIONAL DEAF-MUTE COLLEGE, WASHINGTON.

This college, organized in 1864, is not sectarian. It provides for deaf-mutes a collegiate education similar to that usually given in American colleges. The full course of 4 years leads to the degree of A. B.; while a selected course of 2 years leads to that of B. S. There is also a preparatory department.—(Circular of college, 1874–'75.)

Statistics of universities and colleges, 1876.

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.	17	....	89	44	$600,000	$95,000	.....	.....	.....	$18,000	a6,500
Georgetown College.	19	1	114	64	420,000	0	$0	.....	.....	0	a34,100
Gonzaga College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Howard University.	6	3	25	18	.....	50,000	10,000	$1,200	.....	.....	10,000
National Deaf-Mute College.	9	0	26	26	(b)	(b)	(b)	(b)	(b)	0	a2,210

a Includes society libraries. b See Columbia Institution for Deaf and Dumb, Table XIX.

PROFESSIONAL INSTRUCTION.

THEOLOGY.

The theological department of Howard University admits students of every Christian denomination, and provides a complete course of 3 years. Instruction and rent of rooms are free. Both sexes may be admitted to this, as to all other departments of the university.—(Catalogue, 1874–'76.)

Wayland Seminary is located on Meridian Hill, Washington, and is under the direction of the American Baptist Home Mission Society. Its purpose is to assist in providing preachers and teachers for the South, and at the same time to prepare the way for the mission work which, it is thought, must before long be undertaken for the millions in Africa. The departments of study are normal, academic, and theological.—(Catalogue, 1875 and 1876.)

LAW.

The Law School of the Columbian University presents a course of study covering 2 years. The course is adapted to graduates of colleges and to others whose mental powers have received sufficient discipline. All, however, who desire, are admitted to the recitations and lectures of the school, it being understood that their graduation will depend on their success. The exercises of the school are held after usual office hours,

which enables young men employed in Government departments to avail themselves of the facilities of the school.—(Catalogue, 1875–'76.)

The law department of Howard University provides a 2 years' course of study, which is open to all who possess the requisite qualifications. Students to be admitted must be well grounded in the common English branches, in rhetoric and in elementary natural science. These requirements will be increased after the summer term of 1877, and will then embrace algebra, geometry, Latin, logic, and mental science.—(Catalogue of university, 1874–'76.)

The law school of Georgetown University provides a course of instruction covering a period of 2 years. Its plan embraces lectures, examinations, and recitations, with moot court proceedings.—(Catalogue, 1875–'76.)

National University, Law Department, Washington, examines in advance those who enter as candidates for the degree of LL. B., and requires that candidates for the degree of D. C. L. shall have received the former one. It has 4 professors and a full legal course.—(Statement by vice-chancellor.)

MEDICINE.

The medical department of the University of Georgetown requires of candidates for graduation that they shall have studied medicine not less than 3 years, including 2 full courses of instruction in some regular medical school, the last of which shall have been in this.—(Report of medical department, 1876–'77.)

The medical department of Howard University provides free instruction for all who wish to study medicine and are qualified to do so by good moral character, proper age, and suitable education. Among the requisitions for graduation are 3 years' study of medicine with some regular practitioner, and 2 full courses of lectures at some regular medical college, the last of which must have been at this.—(Prospectus of medical department, 1876–'77.)

The National Medical College of Columbian University, organized in 1825, offers a course of study comprising a complete course of lectures on the 7 essential branches of medical science, viz: anatomy, physiology, materia medica, chemistry, surgery, obstetrics, and the theory and practice of medicine. Ample opportunities are afforded for bedside instruction. For graduation, 3 years' study of medicine is required under the direction of some regular practitioner, including two courses of lectures.—(Catalogue of college, 1876–'77.)

Statistics of schools for professional instruction, 1876.

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.	5	0	30	3	.....	.....	.....	.....	500
Wayland Seminary	6	....	44	3	$35,000	.....	.....	.....	1,700
SCHOOLS OF LAW.									
Columbian University Law School	5	....	106	2	25,000	.....	.....	$7,581	.....
Howard University, law department	2	....	6	2	.....	$10,000	$600	820	301
Law school of Georgetown University	5	....	39	2	.....	.....	.....	.....	.....
Law department of National University.	4	....	138	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department of Georgetown University.	11	....	33	3	a1,000	0	0	.....	.....
Medical department of Howard University.	7	....	30	3	75,000	0	0	400	.....
National Medical College, (medical department of Columbian University.)	7	....	43	3	.....	.....	.....	.....	.....
National College of Pharmacy	4	....	22	2	a500	0	0	1,200	50

a Apparatus.

SPECIAL INSTRUCTION.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

This institution, situated at Kendall Green, near Washington, was founded in 1857. A department of it, the National Deaf-Mute College, organized in 1864, has been noticed under Superior Instruction. Since the foundation of the institution, 328 pupils have received instruction here, and 24 graduates have become teachers in similar schools for the deaf and dumb. In the primary department the branches taught are reading, writing, arithmetic, grammar, geography, and history. The number of pupils under instruction in 1875–'76 was 100, of whom 85 were males and 15 females.—(Report of the institution, 1874–75, and special return, 1875–'76.)

SCHOOL OFFICIALS IN THE DISTRICT OF COLUMBIA.

Hon. J. ORMOND WILSON, *superintendent of white schools of Washington and Georgetown and county schools, Washington.*

Hon. GEORGE F. T. COOK, *superintendent of colored schools of Washington and Georgetown, Washington.*

IDAHO.

SUMMARY OF STATISTICS.

	1874–'75.*	1875–'76.†	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Youth 5 to 18 years of age	3,852	2,777	.....	1,075
Attending public schools	2,093	2,724	631	.....
SCHOOL DISTRICTS.				
Number of school districts	81	77	.....	4
INCOME AND EXPENDITURE.				
Receipts.				
From Territory	$949	.....	.....	$949
County taxes	11,985	$16,442	$4,457	.....
District taxes	3,950	646	.....	3,304
Miscellaneous	3,688	2,969	.....	719
Balance on hand	3,162	16,157	12,995	.....
Total	23,734	36,214	12,480	.....
Expenditures.				
Teachers' salaries	$15,973	$14,376	.....	$1,597
Buildings, repairs, and furniture	1,655	1,274	.....	381
Rent, fuel, and contingencies	850	940	$90	.....
Total	18,478	16,590	.....	1,888

* Idaho and Shoshone Counties made no report.
† Bear Lake, Alturas, and Idaho Counties failed to report.

(Report for 1875 and 1876 of Hon. Joseph Perrault, superintendent of public instruction, pp. 42, 43.)

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

AUTHORITIES.

Laws of Idaho, and Reports of Territorial Superintendents from 1868.

LEGISLATION RESPECTING SCHOOLS.

The Territory of Idaho was organized by act of Congress approved March 3, 1863, the organic law reserving sections 16 and 36 in every surveyed township for the use of schools, with a title, under act of September 4, 1841, to 500,000 acres for public improvements on becoming a State.

The first territorial school law, December 17, 1864, established a school fund from the proceeds of the school lands, with any money appropriated to school purposes by legacy or otherwise. The principal of this was to be irreducible and indivisible, and the interest was to be annually divided among school districts on the basis of school population, together with 5 per cent. of all moneys paid into county treasuries and all fines arising from breach of penal laws. For supervision and management of school affairs there were to be (1) a territorial superintendent of schools; (2) a territorial board of education, composed of the territorial superintendent, auditor, and treasurer; (3) county superintendents; and (4) district trustees; these trustees to employ teachers, furnish fuel for the school-house, have the custody of the same, and, with the county superin-

tendent, to examine persons proposing to teach in their district—no certificate to teach to be valid without their approval. They were also to visit the school from time to time, to see that it should conform in text books and system of teaching to the rules of the territorial board, and were annually to provide for enumerating the children of school age. Teachers were to keep a register and file it with the trustees, and from such files reports were to be made to the county superintendents, and thence to the territorial superintendent.

The second school law, January 12, 1866, provided a special county tax for schools of 1½ to 2 mills on all taxable property, in place of the 5 per cent. above referred to, with the proceeds of the school fund and of fines as before. The unclaimed moneys of estates of deceased persons were added to the sources of the permanent school fund, and to the annual fund 1 per cent. of the proceeds of all franchises. The territorial board of education was made to consist of the governor, territorial superintendent, and controller, who had come into the place of the former territorial auditor. Provision was made for choosing the territorial superintendent at the general election, to hold office for 2 years. County superintendents, also for 2 years, were again provided for, with county boards of education, to be composed of the superintendent and two persons associated with him, for the examination of teachers. Trustees of districts, 5 instead of 3, again appear, but with the above curtailment of their power as to teachers to be employed by them. Negroes, mulattoes, Mongolians, and Indians were excluded from the benefits of the public schools.

A law of January 13, 1871, added to the former sources of the school fund 10 per cent. of all moneys paid into the treasury of the Territory; allowed the county school tax to go up to 5 mills; made the territorial controller ex officio superintendent of public instruction; continued the county superintendents and district trustees, reducing, however, the number of trustees from 5 to 2, with terms of 2 years, and making the county superintendent ex officio a member of each board of trustees in his county. The trustees were semi-annually to make report of their schools to the county superintendent, and he annually to the territorial superintendent.

January 15, 1875, another law changed the school age from 5–21 to 5–18; made the minimum county tax 2 mills, leaving 5 mills as its maximum; continued the territorial controller as territorial superintendent of public instruction; left the county superintendency, but made the county auditors ex officio superintendents, save in two counties where the probate judges were to act as such; dispensed with former county boards, as had the law of 1871; and made the number of district trustees 3 instead of 2, with one-year terms, and with the duty of reporting to the county superintendent annually instead of semi-annually. Up to the date covered by this report, no other school law had been enacted; but action for the improvement of some points in this one was recommended by the superintendent.

REPORTS RESPECTING SCHOOLS.

The first available report of the working of the school system, that for 1867–'68, gave the number of school districts as 24, of school-houses as 12, of schools as 15, school population, (age, 5–21,) 926; attendance in schools, 345; total expenditure for schools, $5,799.

In 1873 the number of districts had increased to 54, the school-houses to 41, the schools to 51, the school population (age, still 5–21) to 3,233, the attendance to 2,196; the expenditure for schools to $27,181.

In 1876, three counties failing to report, the number of districts is given as 77, but no number of schools or school-houses is reported. The school population (the age being now only 5–18) appears diminished to 2,777, but the attendance has gone up to 2,724, and, with a considerable increase in the receipts for schools, the expenditure has been reduced to $16,590.

SUPERINTENDENCE.

No list of superintendents has been received from the Territory, but, from the reports at hand, the succession seems to have been: Daniel Cram, 1866–'72; Joseph Perrault, 1872–'76.

ELEMENTARY INSTRUCTION.

SCHOOL REPORTS.

In all the larger towns and more densely settled localities of the Territory there are flourishing and well sustained public schools. Reports of county superintendents show a meagre array of figures which by no means represent the flourishing condition of many schools in the Territory and the deep interest taken in education by the people. This paucity of reports is not the fault of the county superintendents, but that of the system under which they are compelled to act. The law makes the county superintendencies ex officio appendages to other important and responsible county offices, which confine the incumbent to his place of business and to a routine of duties, thus rendering the personal supervision of schools impossible. The county superintendent can

only collate and report such information as he may receive from reports made to him by the trustees of the different school districts in his county. The law gives to the trustees of the various school districts the entire control and supervision of schools within their respective districts as regards the qualifications of teachers and all local matters pertaining to education. There is generally throughout the Territory a deep interest felt in education, and laudable efforts are made to maintain good schools; but the importance and necessity of promptly making accurate and full reports do not seem to be so fully appreciated. On the contrary, in this matter there is a sad degree of negligence and failure.

The remedy must come from an increased zeal on the part of those who are rightfully supposed to have an immediate personal interest in the advancement of education, and who should be moved by a just pride to make the best possible truthful showing for the local communities in which they live. It must be the work of the school trustees of the various school districts.—(Report of territorial superintendent for 1875 and 1876, pp. 4, 5.)

SCHOOL FUND.

The sources from which a territorial school fund may be drawn are contingent and limited. There are at present no moneys in the hands of the territorial treasurer credited to that fund. The change made in the law at the last session of the legislature, reserving to each county in the Territory the entire benefit and control of all moneys raised by taxation and fines within the county, meets with the approbation of the people; but the amount of money thus far realized from these sources is found inadequate to the wants of schools. The superintendent, therefore, recommends that the rate of taxation for school purposes be made 5 to 10 mills on each dollar of taxable property, instead of the 2 to 5 mills of the law of 1875.—(Superintendent's report for 1875 and 1876, p. 5.)

TEACHERS.

The want of a sufficient corps of competent teachers for the public schools is severely felt in Idaho, as elsewhere in newly settled regions. One cause of this lies in the mistaken policy of letting out the contract for teaching school to the lowest bidder. Another cause is the absence, in most cases, of any competent and responsible authority for the examination of those offering to teach. The present law authorizes the trustees of the school districts to examine and employ teachers. The first person who comes along wanting a situation who can gain the goodwill of the trustees and of the confiding and easily satisfied parents and guardians, need entertain no fears from any trying ordeal in the shape of an examination, more especially if she or he is willing to enter upon the task for a salary so small as to defy competition.

The superintendent suggests that provision be made in the law for a board of examiners for each county, and that they be required to meet at the county seat at stated times, after due notice given, for the purpose of examining teachers and granting certificates. A higher standard of excellence and of qualifications required for teachers would inspire them with the courage and ambition to meet and organize teachers' institutes, where all would be benefited by an interchange of ideas and a comparison of methods.—(Superintendent's report for 1875 and 1876, pp. 7, 8.)

LIST OF SCHOOL OFFICIALS IN IDAHO.

Hon. JOSEPH PERRAULT, *superintendent of public instruction, Boisé City.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Ada	N. M. Hanthorn	Boisé City.
Alturas	S. B. Dilley	Rocky Bar.
Bear Lake	J. C. Rich	Paris.
Boisé	T. S. Hart	Idaho City.
Idaho	B. F. Morris	Idaho City.
Lemhi	John Hogan	Salmon City.
Nez Percés	Thomas Hudson	Lewiston.
Oneida	B. F. White	Malade City.
Owyhee	James Lyman	Silver City.
Shoshone	Franklin Capps	Pierce City.

INDIAN TERRITORY.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

	1875–'76.
Youth 7 to 21 years of age, Cherokees	4,041
Youth 10 to 18 years of age, Creeks	716
Youth 6 to 20 years of age, Choctaws	2,300
Youth 6 to 18 years of age, Chickasaws, (not given.)	
Youth, (legal school age not given,) Seminoles	471
Total school population in 4 nations reporting	7,528
Enrolment during the year:	
Cherokees	2,800
Creeks	616
Choctaws	1,133
Chickasaws	400
Seminoles	157
Total enrolment	5,106
Average daily attendance:	
Cherokees	1,500
Creeks	448
Choctaws	745
Chickasaws	350
Seminoles	108
Total average daily attendance	3,151

SCHOOLS.

School rooms used for study:	
Cherokees	83
Creeks	28
Choctaws	59
Chickasaws	13
Seminoles	5
Total school rooms	188

SCHOOL TERM.

Average school term in days:	
Cherokees	200
Creeks, (not given.)	
Choctaws	168
Chickasaws	213
Seminoles	180
General average of 4 nations reporting	190¼

TEACHERS AND THEIR PAY.

Number of teachers:	
Cherokees, (sex not specified)	93
Creeks, (men, 10; women, 18)	28
Choctaws, (sex not specified)	57
Chickasaws, (men, 10; women, 3)	13
Seminoles, (men, 4; 1 woman)	5
Total number of teachers	196
Salary of teachers:	
Cherokees	$42 80
Creeks	40 00
Choctaws	26 00
Chickasaws	50 00
Seminoles	50 00
General average	41 94

INCOME AND EXPENDITURE.

Receipts.

Cherokees	$72,298 00
Creeks	13,000 00
Choctaws	29,022 50
Chickasaws	43,000 00
Seminoles	4,000 00
Total receipts for all school purposes	161,320 50

Expenditures.

Cherokees	$110,110 00
Creeks	13,000 00
Choctaws	29,022 50
Chickasaws	43,000 00
Seminoles	3,200 00
Total expenditures for all school purposes	198,332 50

PER CAPITA EXPENDITURE —

On school population, reported by —	
Cherokees	$24 78
Choctaws	12 62
On pupils enrolled, reported by —	
Cherokees	35 76
Choctaws	25 62
Chickasaws	*107 25
On average attendance:	
Cherokees	62 76
Choctaws	38 96
Chickasaws	*122 85

(From returns made to the United States Bureau of Education for 1875–'76 by S. W. Marston, Indian agent.)

GENERAL EDUCATIONAL CONDITION.

SCHOOL REVENUES.

The means for support of schools among these nations are received chiefly from interest on permanent funds held for them by the United States. Only two nations, the Cherokees and Seminoles, report $3,000 and $1,500, respectively, from other funds.—(Returns to Bureau of Education.)

BOARDING AND HIGHER SCHOOLS.

Besides 75 common schools reported, the Cherokees have, for the higher education of their young men and women, 2 commodious and well furnished seminaries, 1 for each sex, together with a manual labor school and an orphan asylum. All these buildings are of excellent architecture, and are equipped with furniture and fixtures of the latest and best manufacture. The cost of the seminary for young men was $75,000; that for young women, the same; that for orphans, $70,000.

The Creeks have, with 28 public day schools, 2 manual labor schools; the Tallahassee Mission School, between the Arkansas and Verdigris Rivers, with accommodations for about eighty boarding pupils of both sexes; and the Asbury Mission School, near Eufaula, with accommodations for the same number, males exclusively. These schools are under the care of the Presbyterian and Methodist denominations. The Muskogee Female Institute is a Baptist mission school of considerable note, with the Rev. Joseph Perryman, a native Creek, as principal. Appropriations have been made by the council for 2 other mission schools, which will probably be soon opened. One of them will be for the freedmen citizens of the nation, who share equally with others all tribal rights and privileges.

Provision was made, too, at the last council for the support of 18 young men while obtaining an education in the States. They are now pursuing their studies at different institutions.

The Choctaws have 1 boarding and 1 manual labor school, besides 54 day schools, and several private institutions supported by tuition fees. The New Hope Seminary, a boarding school for girls, near Scullyville, has about 50 pupils, for whose board and other expenses the council annually appropriates $5,000, while the Methodist Board of Missions pays the salary of the teachers and such other expenses as the amount appropriated by the council fails to meet.

The Chickasaws, in addition to their 13 district common schools, scattered judiciously over the country, have established an academy or high school in each of the 4 coun-

* Includes board, &c., in high and orphan schools.

ties of the nation, where pupils may pursue studies beyond the primary branches. These high schools are let out by contract for a term of 5 years, the contractors furnishing the teachers, and in 3 of them supplying the pupils with everything but clothing at the rate of $175 per year; in the other clothing and all are furnished for $200 a year.*

The Seminoles, with 5 other schools, have 1 academy or boarding school, under the supervision of the Presbyterian board.—(Returns to Bureau of Education, and report of Agent S. W. Marston.)

UNITED STATES INDIAN SERVICE — EDUCATIONAL STATISTICS, JULY, 1876.

The schools of the Cherokees, Creeks, Chickasaws, Choctaws, and Seminoles of the Indian Territory are not included in the following tabulation, which comprises those only maintained by the United States Government. The statement is furnished by the Office of Indian Affairs.

Number of scholars registered —	
Indian: male, 2,315; female, 1,703 }	
Half-breed: male, 375; female, 341 }	4,734
Freedmen: male, 61; female, 61	122
Number of day schools	76
Average attendance —	
Indian: male, 788; female, 607 }	
Half-breed: male, 151; female, 144 }	1,690
Freedmen's schools, day	3
Average attendance: male, 39; female, 45	84
Number of boarding schools	42
Boarders —	
Indian: male, 700; female, 482 }	
Half-breed: male, 109; female, 72 }	1,363
Day scholars attending said boarding schools	282
Average attendance at day schools	22
Average attendance at boarding schools	39
Number attending who can read and write English understandingly —	
Indian: male, 794; female, 488 }	
Half-breed: male, 180; female, 174 }	1,636
Number who can work in first four rules of arithmetic —	
Indian: male, 486; female, 246 }	
Half-breed: male, 97; female, 91 }	920
Number of teachers employed in schools not under contract —	
Male	66
Female	74
Average annual salaries paid male teachers	$695
Average annual salaries paid female teachers	465
Cost of other employés at boarding schools	19,480
Number of schools carried on by contract	19
Annual cost of same, not included in foregoing figures	34,136.88

SCHOOLS MAINTAINED BY RELIGIOUS DENOMINATIONS.

From the same authority the following statistics respecting schools maintained by religious denominations have also been obtained:

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 Alleghany 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

LIST OF SCHOOL OFFICIALS IN INDIAN TERRITORY.

The only names of school superintendents among the five nations that can be certainly given are the following:

E. McCUSTAIN, *superintendent of Choctaw public schools, Red Oak.*
JOHN CHUPCO, *superintendent of Seminole public schools.*
JOSHUA HIGHTOWER, *superintendent of Chickasaw public schools.*

*The freedmen of the Choctaw and Chickasaw Nations have had thus far no participation in the school funds of the Indians, and consequently no educational advantages except what are furnished them by the United States Government. There are at present 5 schools sustained for their benefit, but at points accessible to only a small portion of them.

MONTANA.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Youth 4 to 21 years of age	3,822	4,238	416	.....
Enrolled in public schools	2,215	2,734	519	.....
Average monthly enrolment	1,875	2,200	325	.....
Average daily attendance	1,710	2,000	290	.....
Attending private schools of all grades	240	186	.....	54
TEACHERS.				
Men teaching	43	64	21	.....
Women teaching	56	46	.....	10
Monthly salary of men	$65	$75 00	$10	.....
Monthly salary of women	57	50 00	.....	$7
General average	.....	63 50	.....	.....
SCHOOLS.				
School rooms used for study	96	83	.....	13
Schools taught	102	99	.....	3
Average duration of school in days	92	100	8	.....
Graded schools	6	4	.....	2
Private schools reported	14	11	.....	3
Value of school property	$60,000	$56,080	.....	$3,920
INCOME AND EXPENDITURE.				
Receipts.				
Local tax	$31,211	$45,049	$13,838	.....
Other sources	611	1,223	612	.....
Total	31,822	46,272	14,450	.....
Expenditures.				
Sites, buildings, and furniture	$28,226	$10,647	.....	$17,579
Libraries and apparatus	500	500	.....	.....
Miscellaneous or contingent	.....	1,000	$1,000	.....
Salaries of superintendents	4,500	2,700	.....	1,800
Salaries of teachers	33,921	35,287	1,366	.....
Total	67,147	50,134	.....	17,013
PER CAPITA EXPENDITURE—				
On school population	$8 42	$9 08	$0 66	.....
On pupils enrolled	14 36	16 00	1 64	.....

(Reports for 1874–'75 and 1875–'76 of Hon. Cornelius Hedges, superintendent of public instruction, and special returns to the United States Bureau of Education.)

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

AUTHORITY.

Hon. Cornelius Hedges, Territorial Superintendent of Public Instruction.

FIRST GENERAL SCHOOL LAW.

In response to a request for a brief outline of the history of the public schools of Montana since the organization of the system, Mr. Hedges supplies the following:

Our organic act was approved May 26, 1864. The first legislative assembly con-

vened December 12 of that year, and passed "An act establishing a common school system for the Territory," which was approved February 7, 1865. The only school officers provided for were county superintendents, elected for three years, whose duty it was to divide their counties into districts, examine teachers, visit the schools, recommend a good and uniform system of text books, make out annual reports, to be filed in their offices, and published in some newspaper if convenient, to apportion the school fund, and draw orders for the same on the county treasurer in favor of the clerks of the district.

The district officers were to consist of three directors, one chosen each year, and a clerk, who was also to be district treasurer. These directors were authorized to assess a tax upon the residents of the district for the purpose of building school-houses, but not till after an effort had been made to secure the amount by private subscription. This law was so loosely drawn that it was set aside as insufficient to authorize a legal tax. The only fund provided by law for payment of teachers was a county tax of one mill, and certain fines. The residue was to be made up by rate bills.

The law was very brief, and altogether inadequate for its professed purpose. The salary of county superintendents was fixed at $100, and might be increased to $300; but for all above $200 one-half was to come out of the school fund. The limits of school age were fixed at from 4 to 21 years. This law continued in force down to 1872.

TERRITORIAL SUPERINTENDENCY.

In 1866 the office of territorial superintendent of public instruction was provided for by a separate bill, and we find the names of Peter Ronan and A. M. S. Carpenter mentioned as holding the office, but there is nothing to show that either ever qualified or performed any official acts. In the same year, 1866, Rev. Thomas F. Campbell was appointed and qualified; he discharged the duties of the office down to 1869. In November, 1868, he published an official report, the only one that has come to our knowledge prior to the first biennial report of the present superintendent, published in 1874. Only 4 counties are mentioned as having reported in 1868. In these there were then 25 organized districts and 1,359 children of school age, about half of whom are reported as having attended school. The entire school fund from all sources for that year is given at about twelve thousand dollars.

There does not seem to have been any acting superintendent after the departure of Mr. Campbell, in 1869, down to the adoption of the new school law, to be mentioned below. Rev. S. G. Lathrop was appointed, but not confirmed, and does not appear to have actively discharged any of the duties of the office.

SECOND GENERAL SCHOOL LAW.

The new school law, adopted as above stated, was approved January 12, 1872. It was mainly modelled after that of California, with portions omitted that seemed too cumbersome for smaller and more scattered communities, and too expensive for the scantier resources of a young Territory.

This law is a vast improvement on the earlier one, and for the first time gave something like a complete system, recognizing fully the duty of the property of the commonwealth to provide for the education of all without resort to rate bills. It is made the duty of the county courts to levy a county tax of three to five mills upon all the property of the county. This is collected as are other county taxes, and remains in the county treasury. It is apportioned by the county superintendent, but not, as under the old law, drawn by the district clerks and frequently lost. It is only drawn out in payment of teachers' wages on orders drawn by the district trustees, countersigned by the clerk. The several districts are amply empowered to levy special taxes for building school-houses or extending their school term after the public money is exhausted. Every district must keep a school three months at least to be entitled to a share of the public money.

The system of supervision and accountability is well provided for; and the rapid growth of the schools, not only in number but in excellence, is the best possible commentary on the wisdom and improved character of the law.

RESULTS.

The present superintendent was appointed almost immediately after the new law went into effect, nearly five years ago. His first biennial report was made in December, 1873, at which date there were 91 organized school districts, a school population of 3,517, and an average attendance of 50 per cent. The school revenue had increased from $12,000 to $33,000, and the value of school-houses from nothing to $21,192.

Two years later, December, 1875, when the second biennial report was rendered, although these years were not prosperous for the Territory, the organized districts had increased to 96 and the school population to 3,837, while the attendance had increased 8 per cent. Although the school revenue had fallen off about twelve hundred dollars, the value of school-houses had doubled, and in many respects the character of the schools had improved.

Another year has since elapsed, during which substantial progress has been maintained, although the general interests of the Territory have suffered more than in any previous year. Helena City has now a graded school that will compare favorably with the best in any eastern State or city. The school occupies a fine brick building, furnished with the latest improved desks, 7 department rooms besides an assembly room, a corps of 8 teachers, and an average daily attendance of 350 scholars. Deer Lodge and Virginia City are doing as well in proportion, and other places are but little behind.

It was at first feared that the people would not accept public schools, to be sustained by a tax on property, without murmuring and dissatisfaction; but, so far from these fears being realized, there has been everywhere a readiness to bear even heavier burdens in order to secure greater school facilities.

There is a defect in the present system of granting teachers' certificates by county superintendents alone, each of whom is a law unto himself. But this will probably be remedied. A still greater defect is the subdivision of districts, which necessitates a reduction of the school term to the minimum of 3 months. Time may remedy this also. With the return of prosperity and the completion of railroad connections, facilitating immigration and the development of our natural resources, it will not be difficult to raise the minimum school term up to 6 months.

The school lands promised by the Government lie idle still, open to waste, yielding nothing to any one. If only some revenue could be derived from them in these days of our greatest weakness and necessity, it would do more good at the most vital point in our development than it can at any time hereafter.

ELEMENTARY INSTRUCTION.

PROGRESS OF THE SCHOOLS.

Notwithstanding a reduction of the number of the voting population during several years past, the number of persons of school age has been steadily increasing.

The number of school-houses is also increasing, and the character and condition of those in use have very greatly improved.

The percentage of attendance, too, improves, and although the number returned as not attending any school seems greater than it has been, it is very largely made up of those who have not reached, or have already passed, the usual age of attending school. This will probably continue to be the case as long as the school age covers so wide a range as from 4 to 21 years, because of the difficulty of sending young children to distant schools in an unsettled region, and the equal difficulty of keeping older ones from profitable work.

There has been a large reduction in the number of pupils attending private schools. This occurred mostly in Lewis and Clarke County, where the advantages of the public schools have been improved and inducements to attend them have proportionately increased.—(Territorial report, 1875–'76, p. 9.)

LENGTH OF SCHOOL TERM.

The superintendent urges the importance of increasing the length of the school term to at least six months. He says it is as important to have the term long enough to do some good as it is to have any public schools. If the length of the term were doubled, the expenses would not be increased one-third, while the advantages would be quadrupled. One principal reason why teachers' pay is so high here is that their employment is so brief and uncertain. It is necessary that they receive enough for the time employed to support them during the year. When anything like steady employment can be offered, the immediate effect will be to reduce the monthly rate of wages. If to the amount thus saved be added the amounts now expended in sustaining private schools or extending terms of public schools by private subscription, the sum will be found equal to what would be needed to make up the 6 months' term.—(Territorial report, 1875–'76, p. 10.)

TRAINING OF TEACHERS.

PROPOSED NORMAL CLASSES.

No provisions have as yet been made in the Territory for securing a supply of competent teachers. The payment of sufficient wages to allure them from other places may partially suffice for a time; but they come with diverse training from communities where different systems and standards of excellence exist, and introduce into the schools of the Territory the same diversities of discipline and instruction. The superintendent suggests the plan of forming normal classes in connection with some of the principal high schools, and says that in Helena, Deer Lodge, and Virginia City such a beginning might be made with much promise of success.—(Territorial report, 1875–'76, pp. 11, 12.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From the report for 1875-'76 of the territorial superintendent, p. 12, it appears that there are public high schools in Helena, Deer Lodge, and Virginia City, and possibly there may be some in other places; but no statistics respecting any of them are given.

LIST OF SCHOOL OFFICIALS IN MONTANA.

Hon. CORNELIUS HEDGES, *territorial superintendent of public instruction, Helena.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Beaver Head	William A. Carter	Watson.
Choteau	Joseph S. Hill	Fort Benton.
Deer Lodge	Addison Smith	Deer Lodge City.
Gallatin	George W. Monroe	Bozeman City.
Jefferson	Henry Dildine	Jefferson City.
Lewis and Clarke	I. G. Donthill	Helena.
Madison	William Morris	Virginia City.
Meagher	E. W. Finch	Diamond City.
Missoula	William A. Hall	Stevensville City.

NEW MEXICO.

GENERAL EDUCATIONAL CONDITION.

LETTER FROM SECRETARY RITCH.

In the absence of any report of education in New Mexico for the year 1875-'76, the following for the previous year, used in the report of this Office for 1875, is reproduced; it is preceded by certain modifying statements for 1875-'76 furnished by Hon. W. G. Ritch, secretary of the Territory and ex officio superintendent of schools. Secretary Ritch writes under date of March 28, 1877:

"A school report such as I have given heretofore would add nothing of special interest. The figures for Socorro County, not given for 1875, have been given me for 1876, and show 17 Spanish schools, with a reported attendance of 834. Teachers' wages, $15 to $40, and an average of 3 months' schooling in primary branches.

"Doña Aña, not fully reported last year, has 3 private English schools, with 5 teachers and 150 pupils attending; term, 10 months; 10 public schools—9 Spanish, 1 English; average attendance, 300; teachers' wages, from $10 to $40 per month; and 8 months' schooling in primary branches.

"In San Miguel County, as reported to me by a former member of the school board, in consequence of the interference of priests, the public schools generally have been discontinued. The absence of school books, especially uniform school books, and competent teachers are among the greatest obstacles to anything like satisfactory schools.

"An additional school-house and school have been added in Santa Fé County; 2 private schools additional; English attendance, 35.

"There were 8 schools in Colfax County in 1876, against 7 in 1875, the statistics of the former ones being about the same. There are also, I understand, 3 schools in Lincoln, say 2 English and 1 Spanish.

"The balance of the counties may be set down as without material change from 1875."

County.	Number of public schools.	Number of children in attendance.	Number of teachers.	Average wages per month for teachers.	Number of months school was 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	675	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* $100 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.

UTAH.

SUMMARY OF STATISTICS.

	1874-'75.	1875-'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Youth 4 to 16 years of age	35,696	30,900	.....	4,796
Enrolled	19,278	19,886	608	.....
Average attendance	13,462	13,608	146	.....
Pupils in private elementary schools	2,950	.....	.....	.....
In private secondary schools	592	.....	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching	220	215	.....	5
Women teaching	238	234	.....	4
Average salary of men	$47	$54	$7	.....
Average salary of women	23	26	3	.....
SCHOOLS.				
School rooms used for study	296	310	14	.....
Average length of schools in days	140	143	3	.....
Value of school property	$438,665	$453,515	$14,850	.....
INCOME AND EXPENDITURE.				
Receipts.				
Territorial tax	$15,000	$20,000	$5,000	.....
Local tax	20,267	39,081	18,814	.....
Other sources	95,533	70,717	.....	$24,816
Total	130,800	129,798	.....	1,002
Expenditures.				
Sites, buildings, and furniture	$49,569	$39,081	.....	$10,488
Salaries of superintendents	3,450	4,500	$1,050	.....
Salaries of teachers	130,800	85,717	.....	45,083
Total	183,819	129,298	.....	54,521
PER CAPITA EXPENDITURE—				
On school population	$5 15	$3 05	.....	$2 10
On pupils enrolled	9 53	4 73	.....	4 80
On average attendance	13 69	6 92	.....	6 77
SCHOOL FUND.				
Available school fund	15,000	20,000	$5,000	.....

(Biennial report for 1874–75 of Hon. O. H. Riggs, territorial superintendent of district schools, and special returns to the United States Bureau of Education for 1875–'76.)

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

AUTHORITIES.

Sketch by Territorial Superintendent O. H. Riggs, 1876, appended to report for 1874–'75; Laws of Utah, and reports to the United States Bureau of Education.

BEGINNINGS.

Salt Lake Valley was settled by Brigham Young with his first band of pioneers July, 1847. A provisional government was organized as soon as the main body of the Mormon people were established in their new homes, and a territorial one was granted by the United States September 9, 1850. February 28, of the latter year, the provisional government had passed an act to incorporate the University of Deseret, which act was ratified by the legislative assembly of the Territory October 4, 1851. At the first meeting of the regents of the university, March 13, 1850, a committee was appointed to select, in connection with the governor, a site for its buildings and locations for primary schools, implying an idea that the university was as heading the common schools invested with some authority over them. A further implication of the same idea was presented in the fact that in November following its incorporation the preparatory department of the university was opened under the title of the "parent school." The legislature of the Territory seems to have sanctioned this conception by passing an act approved October 4, 1851, to authorize the chancellor and board of regents to appoint a superintendent of primary schools, to be under its supervision and control. Such a superintendent was appointed, but reports from him are wanting.

December 11, 1854, Governor Brigham Young called the attention of the legislature to the need of more and longer district schools wherein every child might find admittance, as well as schools of higher grade in all the principal towns. Following this came, December 30, what appears to have been the first general school law. This provided for the division of the counties into suitable school districts under the direction of the county courts; for the election in each district of 3 school trustees; for boards of examiners in counties, to be appointed by the county courts; and for a territorial superintendent of common schools, to be appointed, as before, by the chancellor and regents of the university. The schools were to be sustained by district taxes levied by the trustees, at such rates as should be determined on by the district meeting. Teachers for them were to be examined by the county boards, and these boards, from the returns made to them, were to make annual report to the territorial superintendent and he to the board of regents of the number and condition of the common schools. The foundations of a school system for the Territory were thus laid.

MODIFICATIONS.

In 1865 there was an act to consolidate and amend the school law. This was repealed January 19, 1866, by another that continued the 3 trustees of districts and distinctly defined their powers and duties; it also continued the county boards of examiners and the territorial superintendent, but provided for the election of this last officer annually by the legislature, instead of his appointment, as previously, by the regents. County superintendents, to be elected by the people every two years, were added to the other school officers. The sustenance of the schools by a district tax of 1 per cent. per annum was provided for, while for building and repairing school-houses a district tax of from one-fourth of 1 per cent. to 3 per cent. was allowed on the consent of the voters of the district. Certain funds due from corporations are referred to as to be added to the school funds, but it is not specifically said what corporations or what amounts.

An act of February 21, 1868, defined common schools to be such as were or should be organized by the direction of the boards of trustees in the respective school districts, and under the supervision of said trustees; but forbade such a construction of this as should give any portion of the public school funds to any private or other school not under the control and direction of these trustees.

An act of February 20, 1874, required from county superintendents a yearly report of the number of children between 4 and 16 years of age in every district of their counties, and from the territorial superintendent a yearly distribution of the school money to the districts in the proportion of such population thus reported to him. Schools were also required to be kept in the districts at least 3 months in each year, as a condition of receiving the district's share of the moneys thus distributed, which amounted in the whole to $15,000 annually from the territorial treasury. This appropriation and the conditions precedent to an enjoyment of its benefits are said to have produced an excellent effect.

February 18, 1876, came another act amendatory and in place of all preceding ones, respecting schools. This continued the various school offices, but provided for the election of the territorial superintendent as well as the other superintendents by the people, the courts being still left to appoint the county boards of examination. The title of the territorial superintendent was also changed to superintendent of the district schools, the terms common schools and public schools being discarded. For the support of the school system $25,000 annually, instead of the preceding $15,000, were ordered to be distributed—$20,000 to the district schools and $5,000 to the university, on condition of its instructing annually, free of charge for tuition, books, and apparatus, 40 pupils in a normal department; these pupils to be selected by the territorial superintendent from persons nominated by the county superintendents, and each to sign an

obligation to teach one year in the district schools in return for the one year's free tuition, if required to do so. The proceeds of a tax on railroads were also added to the funds for distribution for the benefit of schools.

FRUITS GATHERED.

The earliest territorial report available is that for 1869, which showed 189 school districts, 243 schools, and 15,100 enrolled out of 24,138 children of school age; average attendance 10,618, reaching 44 per cent. of the school population. The expenditure for teachers' wages had been $79,679.62, of which $7,011.33 seems to have come from the territorial treasury, while $35,142.70 had been raised for building school-houses. In 1873 the districts had reached 202; the schools, 251; the school population, 27,725; the enrolment, 16,070; the average attendance, 11,842; the expenditure for teachers' wages, $82,895.91; the proportion of this from public taxes, $12,885.41; the sum for building purposes, $44,582.22. In 1876, as the preceding summary of statistics shows, there were reported 310 schools, with an enrolment of 19,886 pupils, and an average attendance of 13,608 out of 30,900 children of school age, the expenditure on teachers and superintendents being $90,217, and on buildings and furniture $39,081—a gratifying showing for a particularly bad year.

The university goes forward, but with only preparatory and normal students thus far.

SUPERINTENDENTS.

The territorial superintendents appointed by the chancellor and regents of the university were Elias Smith, 1852-'56; William Willes, 1856-'62; Robert L. Campbell, 1862-'66, when, under the law of that year, he was chosen again by the legislature and served till 1874. In that year Mr. O. H. Riggs was chosen by the legislature to succeed him, and, under the law for election of the superintendent by the people, seems to have been again elected to a second term in 1876.

ELEMENTARY INSTRUCTION.

LACK OF REPORT.

As the reports of the territorial superintendent are prepared for the meetings of the legislature, which are biennial, that for 1874-'75 is the latest issued. Consequently the statistical summary before given affords the only information respecting elementary instruction to be looked for before the session of 1878.

PRIVATE AND CHURCH SCHOOLS.

In the historical sketch appended to his report for 1874-'75, but prepared in 1876, Superintendent Riggs says that "there are many private and select schools established in different portions of the Territory." Of the mission or church schools he says: "The Catholics have one school, St. Mary's Seminary, in Salt Lake City. The Episcopalians have 3, St. Mark's Seminary, Salt Lake City, one in Ogden, and one in Logan. The Methodists have 6, the Rocky Mountain Seminary, Salt Lake City, and a school each at Ogden, Tooele City, Provo, Nephi, and Beaver. The Presbyterians have 3, the Salt Lake Collegiate Institute, Salt Lake City, the Wasatch Academy at Mount Pleasant, and a school at Bingham. There are about 1,250 pupils in these 13 schools, being nearly one-tenth of the number attending the common schools." It may be mentioned, in addition, that the upper classes in these institutions are engaged in a higher range of studies than has yet been reached in the "district schools."

TRAINING OF TEACHERS.

NORMAL DEPARTMENT IN THE UNIVERSITY.

A "department of instruction" has been opened in connection with the University of Deseret, for the purpose of giving special training to such students as may design to teach in the common schools of this Territory. Representative students will be admitted to this department free of tuition, and each one, on entering, will be required to present a certificate from the school superintendent of the county from which he is sent, indicating that he has been chosen by the proper authorities. He must also pledge himself to teach at least a year in the common schools of the county to which he belongs; and if he fail to teach thus will be required to refund to the county court the amount paid for his tuition.

On entering the department, students must have some knowledge of grammar, geography, arithmetic, reading, writing, and spelling. The course of instruction, running through 2 semesters and 4 terms, includes orthography, arithmetic, grammar, political economy, zoölogy, mental philosophy, physiology, geography, civil government, rhetoric, elocution, United States history, and theory and practice of teaching.—(Circular.)

SECONDARY INSTRUCTION.

ACADEMIES AND OTHER SCHOOLS.

The Brigham Young Academy, at Provo, a branch of the territorial university, was opened on the 3d of January, 1876, and soon secured 70 students. No subsequent report has been received from it. The university itself affords, in its preparatory and commercial departments, such instruction as is usually given in academies and secondary schools. In 8 of the private and church schools before spoken of as having secondary classes there are reported for 1876 a total of 36 teachers and 1,365 pupils, of whom 56 were in classical courses, 35 in modern languages, 75 preparing for a classical course in college, and 89 for a scientific course. Drawing is taught in 3 of these schools, vocal music in 6 and instrumental in 3. Two report chemical laboratories, and the same number philosophical apparatus, while 6 have libraries of 100 to 600 volumes.—(Report of Superintendent Riggs and returns to Bureau of Education.)

Statistics of the University of Deseret, 1876.

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	4	....	320	.....	a$1,500	.....	.....	$2,856	$5,000	.....	553

a Apparatus.

LIST OF SCHOOL OFFICIALS IN UTAH.

Hon. O. H. RIGGS, *territorial superintendent of district schools, Salt Lake City.*

COUNTY SUPERINTENDENTS.

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	William R. May	Nephi.
Kane	W. D. Johnson	Kanab.
Millard	Thomas C. Callister	Fillmore.
Morgan	T. R. G. Welch	Morgan City.
Pi Ute	No county school organization	
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	D. J. Charles	Rush Lake.
Utah	W. H. Dusenberry	Provo.
Wasatch	Thomas H. Giles	Heber City.
Washington	J. E. Johnson	St. George.
Weber	L. F. Monch	Ogden.

WASHINGTON TERRITORY.

SUMMARY OF STATISTICS.

	1874–'75.	1875–'76.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Youth 4 to 20 years of age	8,350*	11,000		
Enrolled in schools	6,699	7,500	801	
TEACHERS.				
Men teaching		120		
Women teaching		100		
Total number of teachers	220	220		
Average salary		$38 to $50		
SCHOOLS.				
School rooms		219		
Average duration of school in days	70	104	34	
Districts in which schools were kept	219			
INCOME AND EXPENDITURE.				
Receipts.				
Taxation		$54,557		
Total		54,557		
Expenditures.				
Salaries of superintendents		$800		
Salaries of teachers	$54,720	54,720		
Total	54,720	55,520		

* The school age is given in the printed report for 1874–'75 as 4 to 21.

(Report for 1874–'75 of Hon. John P. Judson, territorial superintendent of schools, and special return for 1875–'76.)

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

AUTHORITIES.

Laws of Washington Territory from 1854, with organic act of March 2, 1853, and congressional enactment approved July 7, 1854.

FIRST GENERAL SCHOOL LAW.

Washington, previously a part of Oregon, was organized as a separate Territory under an act of Congress approved March 2, 1853, which made the reservation of the 16th and 36th sections in every surveyed township for common schools.*

At the first session of the territorial legislature, April 12, 1854, an act to establish a common school system for the Territory was matured and passed. It devoted to the public schools the interest of the fund to be formed from sale of the school lands, with an annual tax of 2 mills on the dollar of all taxable property, and the proceeds of all fines for breach of penal laws, these funds to be distributed annually among the school

*A further act of July 7, 1854, reserved for Washington, as well as Oregon, two townships of land of 36 sections each, to be selected in legal subdivisions, for university purposes, under direction of the legislature.

districts, in the proportion of the number of children of school age (then 4–21) in each, for the support of common schools and for no other purpose whatever.

For supervision of these schools there were to be county superintendents chosen by the people every 3 years, who should divide their counties into school districts, examine teachers for the schools to be taught in these, visit such schools at least once in every year, receive reports of them from the district officers, and make an abstract of these reports for filing in their offices and for publication in some newspaper of the Territory. They were also to see to the collection of the county school moneys and to the apportionment of these and other moneys for the schools among the districts complying with the conditions of the law. These conditions were: (1) That they should have organized by electing 3 district directors for visitation of schools and general care of school interests, with a district clerk for keeping of records, collection and care of school funds, taking of school census, and report of this to the county superintendent. (2) That they should have reported the school population annually 20 days before the first Friday in November. (3) That they should have raised by tax, or otherwise, an amount equal to their share of the county apportionment for building school-houses and supporting schools. (4) That they should have kept a school, with a qualified teacher, for at least a three months' term. The districts failing to meet these conditions were not only to have their school money for the year withheld, but after 2 years' failure were to lose it wholly and have it returned to the general county fund for distribution among complying districts. The schools sustained by these public funds were, from the first, to be open and free to all children of school age in the districts where they were taught.

SECOND GENERAL SCHOOL LAW.

November 29, 1871, another law was approved, to take effect January 1, 1872. This raised the annual tax for schools to 4 mills on the dollar; continued the school officers before mentioned, but made the term of county superintendents 2 years instead of 3; provided for the choice by the legislature* of a territorial superintendent, to hold office for 2 years, with the usual duties and with a salary of $300; gave districts power to levy taxes for school purposes additional to the 4-mill tax; exempted weak districts for two years from the operation of the above mentioned conditions of the old law, and required parents and guardians to send to school for at least three months in each year any child or children between the ages of 8 and 16 years under penalty of $100. Seventy-two days of school were made a quarter.

THIRD GENERAL SCHOOL LAW.

A law approved November 14, 1873, repealing all preceding acts in relation to common schools, made only the changes following: (1) Made the previously absolute tax of 4 mills one "not more than 4 mills." (2) Cut down the school quarter from 72 to 60 days. (3) Restricted the power of district meetings to levy a district tax, "for any purpose whatever connected with and for the benefit of schools and promotion of education in the district," to "a tax not exceeding 10 mills on a dollar for the purpose of building and repairing school-houses;" to which, however, might be added, as before, 5 per cent. for district clerk. (4) Required voters in districts to be taxpayers, as well as residents, and (5) omitted the compulsory feature of the former law.

REPORTS OF SCHOOLS.

The first territorial school report, covering the years 1871–'72 and 1872–'73, gave the following summary of the condition of the school system in the latter year: School districts, 248; school-houses, 189; schools, 196; persons of school age, (4–21,) 9,949; attending school, 5,928; amount paid teachers, $44,007.94. Statistics for 1875–'76 indicate 321 districts, 219 school rooms, 11,000 persons of school age, 7,500 enrolled in schools, and $54,720 as the amount paid teachers.

SUPERINTENDENTS.

The only territorial superintendents since the passage of the law creating the office have been Rev. Nelson Rounds, D. D., 1872–'74, and Dr. John P. Judson, 1874–'76. A letter from Dr. Judson, written after the commencement of a second term, indicated that he had been reëlected for the years 1876 and 1877, as he was still in the discharge of the duties of his office.

ELEMENTARY INSTRUCTION.

LETTER FROM THE TERRITORIAL SUPERINTENDENT.

A letter from Superintendent Judson, accompanying his special return of statistics for 1875–'76, says:

"The return I make herewith to your schedule of inquiries is very imperfect, owing

*This is the provision of both this and the following law, but an article from a respected correspondent of this Bureau in the Territory in January, 1876, states that "by special act of Congress" the territorial superintendent "is now appointed by the governor and confirmed by the council."

to the fact that county superintendents have failed to send in their reports. It is the general complaint among county superintendents that they cannot get the clerks of school districts to report. Friends of education have been working hard to secure the passage of a new school law, compelling clerks, under a penalty, to report to county superintendents.

"I have called a convention of teachers and superintendents to meet on June 6, 1877, for the purpose of taking steps to secure the passage of a better school law. Much interest is taken in education. New school-houses are being built and new districts are daily forming, but owing to the carelessness of school officers I have no reports showing the extent of the improvements made."

SECONDARY INSTRUCTION.

THE UNIVERSITY PREPARATORY SCHOOL, SEATTLE.

The University of Washington Territory has not yet been able to form collegiate classes. In a return for 1876 it reports 3 male instructors and 1 female, with 24 pupils, 10 male and 14 female.

SUPERIOR INSTRUCTION.

HOLY ANGELS' COLLEGE.

This institution, which reported 3 instructors and 56 collegiate students in 1875, presents no statistics for 1876.

LIST OF SCHOOL OFFICIALS IN WASHINGTON TERRITORY.

Hon. JOHN P. JUDSON, *territorial superintendent of common schools, Olympia.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Chehalis	Mrs. D. M. Newton	Oakville.
Clallam	Smith Troy	Dungeness.
Clarke	J. A. Kearns	Vancouver.
Columbia	J. E. Edmiston	Dayton.
Cowlitz	C. L. Clady	Pekin.
Island	G. O'Haller	Coupville.
Jefferson	William Ryan	Port Discovery.
King	E. S. Engraham	Seattle.
Kitsap	Alfred Snyder	Port Madison.
Klickitat	P. E. Michell	Goldendale.
Lewis	H. N. Stearns	Chehalis Station.
Mason	H. C. Hall	Union City.
Pacific	G. W. Dolan	Oysterville.
Pierce	L. G. Shelton	Steilacoom.
San Juan	William Bell	San Juan.
Skamania	S. B. Jones	Cascades.
Snohomish	James Goune	Snohomish City.
Stevens	Moses Dupuis	Fort Colville.
Thurston	J. R. Thompson	Olympia.
Wahkiakum	Frank Illsby	Cathlamet.
Walla Walla	A. W. Sweeny	Walla Walla.
Whatcom	D. E. Gage	Whatcom.
Whitman	J. E. Bishop	Colfax.
Yakima	J. P. Marks	Yakima City.

WYOMING.

HISTORICAL SKETCH OF THE TERRITORIAL SCHOOL SYSTEM.

AUTHORITIES.

Organic act of July 25, 1868; Laws of the Territory from 1869; Reports of Territorial Superintendents.

FIRST SCHOOL LAW.

The organic act for establishing the Territory of Wyoming, approved July 25, 1868, reserved, as usual, the 16th and 36th sections in each township for public schools. The first legislative assembly of the Territory convened at Cheyenne October 12, 1869. An act of this assembly, approved December 10 of that year, provided for the organization of school districts and of schools, and for territorial, county, and district officers to look after these. The territorial auditor was made ex officio superintendent of public instruction for the Territory, with general supervision of all the district schools, and with the duty of seeing that the school system should be as early as practicable put into uniform operation. County superintendents, eligible yearly, were charged with the usual duties of such officers. District boards were to consist of a director, clerk, and treasurer for care of schools, keeping of records, custody of school funds, appointment of teachers, and annual report of everything relating to the schools. The schools were to be visited by the county superintendents at least twice in each term, were to be free to residents in the district 5 to 21 years old, and were to be sustained from a county tax of not more than 2 mills on the dollar, from the interest on a permanent fund when formed, and from the proceeds of fines and forfeitures, the building of school-houses being provided for from a district tax. Separate schools for colored children might be provided where there were 15 or more such children in any school district. Schools of a higher grade than the ordinary common schools were also authorized, the question whether any such should be established being left to be decided by the concurrent action of the county superintendent and district boards.

SUBSEQUENT LEGISLATION.

An act of December 14, 1871, abolished the territorial superintendency and required county superintendents to report annually to the governor, but made no other change.

A law of December 12, 1873, amended at some points by one of December 11, 1875, renewed the territorial superintendency, giving the duties of the office to the territorial librarian; required county superintendents to report to him by the first Monday in October of each year an abstract of the reports received from districts; continued the district boards, consisting of a director, treasurer, and clerk, assigning them terms of 3 years, one member to be changed by election each year; made the county tax for schools absolutely 2 mills on the dollar, instead of "not more than 2 mills," and allowed districts, as before, to tax themselves for a school-house fund, reserving all other school moneys for a teachers' fund to be applied only in payment of the wages of school teachers in the district. No distinction in such payment was to be made on account of sex in case of persons equally qualified. So far as known this is the latest general legislation in respect to schools. The main features of the former law are retained in it, with the exceptions above noted.

SUPERINTENDENTS.

The only territorial superintendents thus far have been the Hon. J. H. Hayford, who as territorial auditor became ex officio superintendent of public instruction under the law of 1869, continuing to December, 1871, and Hon. John Slaughter, who as territorial librarian became superintendent under the law of 1873.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

NATIONAL EDUCATIONAL ASSOCIATION.

The National Educational Association met in Baltimore July 10, 1876, and continued its sessions through the 11th and 12th. Although the attendance was not very large, and the heat of those three days was most oppressive, the meeting was one of great interest and importance. The ability and variety of the papers and addresses made up for the discomfort of the circumstances, while the presence of distinguished foreigners added much to the interest of the occasion.

The proceedings of the General Association opened with addresses of welcome from his excellency Governor John Lee Carroll and his honor F. C. Latrobe, the mayor of the city. The president of the association, Principal W. F. Phelps, of the Winona State normal school, Minnesota, then followed with his inaugural address. The other addresses and papers presented before the general association were as follows: "The demands of the coming century on the American common school," by Rev. A. D. Mayo, of Springfield, Mass.; "The country school problem," by Prof. Edward Olney, of the University of Michigan; "The moral element in primary education," by Hon. W. H. Ruffner, of Virginia; "Education in Brazil," by Dr. Da Motta, Centennial commissioner from that country; "Education in Sweden," by Dr. Meyerberg, of Stockholm; "The normal schools of the United States: Their past, present, and future," by Dr. Richard Edwards, of Illinois; "A course of study from primary school to university," an important paper read by Dr. W. T. Harris, of St. Louis, as the report of a committee appointed the preceding year; "Education in Japan," by Dr. David Murray, of the department of education in that country; "Newspapers in Japan," by Hon. Fujimaro Tanaka, vice-ministcr of instruction in Japan; "Education in the Argentine Confederation," by Señor Dorna, minister of education from that republic; and "The lacks and needs of the South educationally," by Mr. Alex. Hogg, of Auburn, Alabama.

Before the department of higher instruction the following papers and addresses were presented, or at least, according to the programme, were prepared for presentation, though possibly not all were really read to the meeting: "A notice of the history of the South Carolina College," by Prof. W. J. Rivers, of Washington College, Maryland; "The political economy of higher and technical education," by Hon. H. A. M. Henderson, supcrintendent of public instruction in Kentucky; "The position of the modern languages in higher education," by Prof. Edward S. Joynes, of Vanderbilt University; "Position of modern mathematical theories in our higher course of mathematics," by Prof. Wm. M. Thornton, of the University of Virginia; "Phonetic reform," by Rev. E. Jones, of Liverpool, England; "The study of the Anglo-Saxon language and literature," by Dr. J. M. Garnett, of St. John's College; and "The terms Anglo-Saxon and English," by Prof. Henry E. Shepherd, superintendent of public schools in Baltimore.

The department of normal schools listened to the following addresses and papers: "Centennial thoughts on normal schools," by the president of the department, Dr. Edward Brooks, of Millersville, Pa.; "What is a school?" &c., by Dr. J. H. Hoose, of Cortland, N. Y.; "What may schools do to form right habits of thought and study in their pupils," by Prof. C. A. Morey, Winona, Minn.; "Personal and acquired gifts of teaching," by H. B. Buckham, Buffalo, N. Y.; "A professional course of study for normal schools," by John Ogden, of the Ohio Central Normal School, was not read on account of Mr. Ogden's absence.

Papers were presented to the department of elementary instruction as follows: "Characteristics of Fröbel's method," &c., by Mrs. John Kraus-Bœlte, of New York, and "Esthetics of education," by Miss Minnie Swayze.

Before the industrial department were presented an address by its president, Prof. S. R. Thompson, of Nebraska; "The industrial education of women," by Hon. Ezra S. Carr, State superintendent of public instruction, California; "Instruction in manual arts in connection with scientific studies," by Prof. Manly Miles, of the Illinois Industrial University; "What can be done to secure a larger proportion of educated labor among our producing and manufacturing classes?" by Prof. Wm. C. Russel, of Cornell University; "What are the legitimate duties of an agricultural professor?" by Prof. E. M. Pendleton, of the University of Georgia; "Drawing as an element of advanced industrial education," by C. B. Stetson, of Boston, Mass., and "Required adjustments in scientific education, with especial reference to instrumental drawing as one of its elements," by S. Edward Warren, formerly of the Troy Polytechnic Institute.

At the meeting of the department of superintendence a resolution was passed in favor of holding an international educational congress in Philadelphia on the following Monday. It was also resolved to hold a meeting of the department in Washington, D. C., early in the coming winter.

Among other work of the association may be mentioned the adoption of resolutions relating to the United States Bureau of Education.

The following was moved by Dr. C. K. Nelson, of St. John's College, Annapolis, and its necessity argued at length by Rev. Alex. Shiras, D.D., of Washington, D. C.:

"*Resolved*, That a committee of seven members of the National Teachers' Association be appointed by the president, to proceed at once to Washington, and to use their best endeavors in behalf of the National Bureau of Education, which is now under consideration by committees of both houses of the Congress of the United States."

The following resolutions, presented by the chairman of the committee on resolutions, Hon. E. E. White, were also adopted:

"*Resolved*, That the National Bureau of Education, established by Congress, in response to the petition of this association, has more than met the expectation of the teachers of the United States.

"*Resolved*, That the publications issued by the Bureau have been instrumental in awakening a more general interest in the subject of universal education.

"*Resolved*, That as a connecting link between the various State systems of public schools, the Bureau is exerting an influence appreciated and acknowledged throughout the Union.

"*Resolved*, That no other department of the General Government (considering the small amount appropriated for its support) has done so much for the best interests of society.

"*Resolved*, That all the teachers and friends of education in the United States should generously aid the Commissioner of Education by promptly responding to all his calls for information, and by disseminating among the people the information furnished by the Bureau over which he presides."

A resolution offered by Major Rollins, of Missouri, expressing the sentiment of the association in favor of appropriating the proceeds of the public lands in aid of education, was also adopted.—(Report of the committee on publication, 1876.)

INTERNATIONAL EDUCATIONAL CONFERENCE.

This meeting was held July 17 and 18, 1876, in Philadelphia, on the Centennial grounds. After the opening prayer by Dr. Laws, president of the University of Missouri, Hon. John Eaton, National Commissioner of Education, read the following names of persons who were invited to act as officers of the conference: President: Sir Redmond Barry, of Australia; vice-presidents: Principal William F. Phelps, of Winona, Mich.; Hon. J. P. Wickersham, of Pennsylvania; Dr. Da Motta, Brazil; Dr. J. G. Hodgins, Ontario, Canada; Hon. F. Tanaka, Japan; Sir William Thompson, England; Professor Reuleaux, Germany; Señor G. Videla Dorna, Argentine Republic; Dr. Migerka, Austria; Hon. H. R. Hitchcock, Hawaii; Prof. É. Lavasseur, France; Professor Geiger, Switzerland, and Dr. Meyerberg, Sweden.

Sir Redmond Barry being absent, Professor Phelps presided. Hon. W. T. Harris, of St. Louis, discussed "Courses of study," confining his remarks to the report he had read at Baltimore the previous week. Dr. Da Motta gave a detailed description of the course of public instruction in Brazil. The subject was further discussed in short speeches by Mr. Hodgins, Mr. Meyerberg, and Dr. J. Hancock, of Ohio. They were followed by Mr. Hitchcock and Dr. David Murray, who respectively explained the school systems of Hawaii and Japan.

The evening session was occupied by statements from the representatives of different countries as to the preparation, status, salaries, and tenure of office of teachers. On the second day, Mr. Hodgins described the normal schools of Canada, and Señor Dorna described the schools of his country, stating that the national colleges of Buenos Ayres do not train teachers. C. J. Högman, of Finland, said that there are three normal schools in that country, in two of which the Swedish language is taught. His remarks, which were made in Swedish, were translated by Dr. Meyerberg. Mr. Wickersham explained why teachers in the United States are not provided with dwellings; the boards of education are disposed to change teachers often, and three-fourths of the teachers are unmarried. Dr. Meyerberg explained the school system of Sweden, and Dr. David Murray gave a detailed account of that of Japan, stating that there are 7 normal schools, and that a complete system of schools has spread within 4 years over Japan, so that now they number 30,000, with 2,000,000 of pupils, although education is not yet compulsory.

At the afternoon session, Mr. Hodgins spoke on pedagogical museums or cabinets. Dr. Seelhorst, director of the Nuremberg Museum, explained in detail the origin and character of the industrial museums of Germany. Dr. Migerka explained in detail the public school system of Austria. He said the only lady teachers in Austria, even in the girls' schools, are the teachers of needlework, but that in Germany many are found, some of them having control of the largest schools in Berlin.

At the closing session, the question of holding an international congress in connection with the proposed World's Fair to be held in Paris in 1878 was discussed, and

the United States Commissioner of Education was directed to open correspondence on the subject with European nations.—(Ohio Educational Monthly, September, 1876, pp. 293, 294.)

AMERICAN PHILOLOGICAL ASSOCIATION.

The annual meeting of the American Philological Association was held in New York City, July 20, 1876, when, notwithstanding the heat, some interesting work was done. Prof. Tracy Peck, of Cornell, showed plainly that there were wide differences in pronunciation among the Latins. Prof. W. D. Whitney opposed Max Müller's "botanico-philological" theory as to the changes in the words *fir*, *oak*, and *beech*.

The report of the committee appointed at the session of the previous year to consider a reformed orthography for the English language was presented by Professor Whitney. Among other propositions and recommendations this report contained the following: (1) The true and the sole office of alphabetical writing is faithfully and intelligibly to represent spoken speech, so called historical orthography being only a concession to the weakness of prejudice. (2) The ideal of an alphabet is that every sound should have its own unvarying sign and every sign its own unvarying sound. Further, it was declared that the first step toward securing a reform in English spelling is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, and as having a sacred character in themselves preferable to others.

A varied and interesting discussion followed the acceptance of the report. It was opened by Mr. E. Jones, of Liverpool, who recommended that, in place of the adoption of new letters, the best possible use should be made of the alphabet now in vogue. Mr. S. P. Andrews also recommended the improvement of spelling upon the basis of the Roman alphabet, thus avoiding the necessity of introducing new types.

A convention of educators was appointed, to be held at Philadelphia, August 14, 15, and 16, to consider how best to give effect to the above resolutions.

E. Jones, of Liverpool, England, read a paper on the spelling reform, which, with the report, was discussed by Professors Whitney, Haldeman, March, Wightman, and many others. The conclusion reached was that reform must be slow, and be begun in the public schools and with the rising generation. The next paper, on "The alphabet as a means to an end," was by Prof. William C. Sawyer, of Appleton, Wis. He pointed out the defects of our alphabet, and said that it is a disgrace to our civilization to continue our patronage of it. This paper was followed by one on "Phonetic reform," by James W. Shearer, of Liberty Corner, N. J. Dr. J. B. Bittinger, of Sewickly, Pa., read a paper on "What Shakespeare knew of horsemanship," and Prof. Fisk P. Brewer, of the University of South Carolina, read a paper on section 262 of Demosthenes' "De Corona." Hebrew etymology was discussed at length by Prof. Cranford H. Toy, of the theological seminary at Greenville, S. C., and Professor March made some remarks upon No. 328 of the Codex Diplomaticus Anglo-Saxonum. Papers were also read by Dr. J. Hammond Turnbull, of Hartford, Conn., Professor March, and Prof. Milton M. Humphreys, of Lexington, Va.—(New-England Journal of Education, August 12, 1876, p. 55; School Bulletin, August, 1876, p. 185; Ohio Educational Monthly, September, 1876, pp. 295–297.)

ORTHOGRAPHIC CONVENTION.

The convention for the revision of English orthography met, as arranged by the Philological Association, at the Atlas Hotel, West Philadelphia, August 15, 1876.

After the organization of the convention, and pertinent remarks by the president, Prof. S. S. Haldeman, an able and valuable address was delivered by Prof. F. A. March, of Lafayette College, Pennsylvania, in which the history of alphabetic symbolization was adverted to, also the confusion therein caused by the Norman conquest; and the need of some conventional phonic system argued. A very interesting and harmonious discussion followed, in which the principal speakers were Mr. E. Jones, of England; W. Duane, of Philadelphia; President Nelson, of Annapolis; Professor Parker, of Philadelphia; Rev. Mr. Robertson, missionary to the Creek Indians; and J. B. Lowe, of Hampton Institute, Virginia.

The resolutions reciting the need for a reform in spelling passed at the annual meeting of the American Philological Association, already noticed, were unanimously adopted.

After 4 days of session it was unanimously agreed that the time has come for a permanent organization, to take in hand the actual reform of English spelling. A constitution and set of by-laws were therefore adopted, officers elected, and committees appointed. The New-England Journal of Education gives the full text of the constitution of the new association, remarking that the matter promises to be our leading educational question for some time.

Prof. Francis A. March, LL.D., of Lafayette College, Pennsylvania, was elected president of the association. The vice-presidents elected were Prof. S. S. Haldeman,

LL.D., University of Pennsylvania; E. Jones, 35 Newstead Road, Liverpool, England; William T. Harris, superintendent of public schools, St. Louis, Mo.; Prof. William D. Whitney, Yale College, Connecticut; Prof. C. K. Nelson, Annapolis, Md.; and Mrs. E. P. Burns, 35 Park Row, New York City.

There is no fee for joining the association, and the annual dues are only one dollar, payable in advance. It was significant of the interest of those present at this meeting that many of the first names added to the roll were accompanied by ten dollar notes.

The annual meetings are to be appointed with special reference to the convenience of teachers in the long vacation, at points of interest, and special inducements are to be offered by the hotels and railroads.—(New-England Journal of Education, August 26, 1876, p. 79, and September 16, p. 115.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The meeting of this association, held at Saratoga in September, 1876, is characterized by Scribner's Monthly as having been the nearest approach to what is called in England a "social science congress," that has ever been seen in the United States. Previous meetings, it is remarked, have generally lacked the homogeneous, coherent character which the experience and practice of 20 years have stamped upon the British conventions of this nature. Papers have been read and debates held occasionally in the presence of large audiences in these American social science meetings, but there has seldom been brought together such a company of trained and truly scientific investigators as met at Saratoga, ready to discuss, upon the instant, and often in a masterly way, the numerous questions coming up for consideration. At Saratoga, too, these professors and experts of social science met each other, not only in the debates, but at the hotel tables and in their hours of recreation, so that many topics could be leisurely and amicably debated, with mutual enlightenment. The result was that after four days spent in this manner, (during which more than 40 addresses and papers were presented and more than 100 persons took part in the discussions,) the members separated with a strong feeling of satisfaction, as if something had really been accomplished of national importance and concern, and, at the same time, with pleasure to those who participated in it. This was particularly true in regard to the professors and lawyers who carried on, for 3 days, the most searching and intelligent debates on legal education and admission to the bar ever held in America. Nearly all the more important law schools, except that of Cambridge, were represented, and eminent lawyers from New York, Cincinnati, St. Louis, Chicago, Baltimore, Washington, and other cities spoke on various topics of great importance. The papers read in this department of the association were by Chancellor Hammond of Iowa, Professor Dwight of New York, Professor von Holtzendorff of Munich, Mr. Mathile of Washington, Messrs. Lewis L. Delafield and Dorman B. Eaton of New York, and Judge Hoadley of Cincinnati. They dealt with the study of jurisprudence and political science, admission to the bar, election of judges, proper organization of law schools, &c.

Among the addresses delivered before the other departments of the association, are mentioned Mr. David A. Wells's opening address on "The causes and remedies of our financial depression;" Governor Tilden's short address to the conference of charities, with which the proceedings opened, and addresses by Dr. Allen, of Massachusetts, and Dr. Wilbur, of New York, on insanity. Papers were read in the conference of charities relating to neglected children, medical charities and out of door relief, immigration and pauperism, and hospital buildings. The health department, which was in session but one day, brought forward some useful papers on the health of schools and debated them ably. Dr. D. F. Lincoln, of Boston, secretary of the department of health in that city, was here one of the principal speakers.

The largest audiences attended what is called the "general session," in which papers not specially connected with any of the 5 departments of the association were brought forward, read, and debated. Here, therefore, the political and financial papers, and one or two specially relating to education, were considered. There were 4 chief debates in the general session on the following subjects: the silver question, the condition of the South, Chinese immigration, and the railroad question. These debates were all extremely animated and entertaining, without reaching any very definite conclusion, nor were they reported with any fulness; consequently, most of what was said was lost. Briefer discussion followed the paper of Mr. D. L. Harris on municipal extravagance, a striking presentation of the debt and expenses of city governments; also those on "The cotton industry of Fall River," "Life insurance," "Township organizations," "Technical education," "The civil service," "American currency," and others. On the closing day an impromptu debate on "Prison discipline" took place, apropos of a resolution which authorized the sending of delegates to the International Prison Congress at Stockholm, in August, 1877. Captain Harvey, governor of the Brixton Prison, in London, was present and gave an account of the prison system now used in England, and of the considerable decrease in punished crime which is taking place there. Later in the same day, Mr. Thomas Balch, of Philadelphia, gave a sketch of the Crédit Foncier of France, a financial institution which has grown up there within forty years, and has

proved of great service not only to individual borrowers and investors, but to the whole country in times of financial distress. The prevention of crime by moral and educational instrumentalities was zealously discussed in a paper by Mr. George T. Angell, of Boston, during one of the evening sessions, and the intimate connection between immigration and crime was considered in the conference of charities.

In this last named conference, which remained in session but 3 days, 6 States were officially represented — New York, Pennsylvania, Massachusetts, Rhode Island, Illinois, and Wisconsin — while Connecticut, New Jersey, and one or two other States were unofficially represented. The proceedings of this conference were more fully reported than any other part of the Saratoga meeting, and they were to be published at Albany by the secretary of the conference, Dr. C. S. Hoyt.

A week or two after the conference of charities adjourned a local convention of the same kind met at Lancaster, Pa., where the county officials of that State who have charge of the public poor assembled to debate questions very similar to those considered at Saratoga. This was the third meeting of the kind held during the year, the others having been convened in Michigan and in New York. Their frequency shows how much more urgent than formerly have become the questions which concern the poor, and the good results which attend such conventions are everywhere perceptible. The care of the poor is becoming more enlightened and systematic, and the States are learning of one another and entering into cordial relations with one another upon a mutual good understanding.—(Scribner's Monthly for December, 1876, pp. 277, 278.)

The congress above reported has called attention more pointedly than perhaps was ever done before to the kind of service which such an organization can render. It is a movable university, an impromptu parliament, a company of secular and volunteer apostles who in this age are capable of preaching and teaching much that the world should make haste to hear.

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

A semi-annual meeting of this association was held at Boston October 22, 1875, and another at the same place on May 26, 1876.

The attendance at the meeting in October was greater than at any previous one, and, for the first time, a lady appeared as a member. Hon. Warren Johnson, of Maine, discussed "Elements essential to a public school system;" Rev. Daniel Leach, of Rhode Island, "The ideal teacher;" A. P. Stone, of Springfield, Mass., "The need of reform in teaching geography." Dr. Sears gave an interesting account of his work in the South, in which he made the remarkable statement that the proportion of the liberally educated is greater in the South than it is in New England — a statement possibly correct, if the white population only be taken into the account.

At the meeting held in May, 1876, about 30 superintendents were present from the different States of New England. A paper was read by Francis W. Parker, of Quincy, Mass., giving a history of Prussian schools. The next was by Ephraim Hunt, of Portland, Me., his subject being the extent to which the calamities of the times are justly chargeable to our prevailing systems of education, since, as the writer claimed, they educate away from industry and habits of labor. The third and last paper was read by A. P. Stone, of Springfield, on the subject of teaching geography and the text books to be used.—(National Teacher, November, 1875, p. 472, and New-England Journal of Education, June 3, 1876, pp. 270, 271.)

ASSOCIATION OF THE REPRESENTATIVES OF AMERICAN MEDICAL COLLEGES.

A convention of representatives of medical colleges of the United States was held in Philadelphia June 2 and 3, 1876, in pursuance of a call issued in May of the same year. Representatives of 23 different colleges were present. Among other important business transacted the following resolutions were passed:

In respect to the length of course for a degree, it was —

"*Resolved*, That it is the opinion of this convention that no two consecutive sets of lecture tickets shall be regarded as fulfilling the usual prerequisites of instruction for graduation where the time between the beginning of the first course and the end of the second is less than 15 months."

The question of the advisability of adopting a graded course of study was met by the following:

"Whereas a knowledge of the elementary branches of medicine should precede a study of the practical branches,

"*Resolved*, That, in the hope of inducing students to prolong and systematize their studies, this convention recommends to all medical colleges to offer to students the option of 3 courses of lectures, after a plan similar to the following: Students who have attended two full courses of lectures on anatomy, chemistry, materia medica, and physiology may be examined upon any of these subjects at the end of their second course. During their third course, such students may devote themselves to the lectures upon the theory and practice of medicine, surgery, obstetrics, and diseases of women and children, upon which subjects only they shall be examined at the final examination

for the degree of M. D., their standing, however, to be determined by the results of both examinations."

It was also unanimously resolved that no degree in medicine should be conferred under any circumstances except after an examination in person of the candidate upon all the branches of medicine.—(Detroit Review of Medicine, July, 1876, pp. 500–504.)

INTERCOLLEGIATE LITERARY ASSOCIATION.

This association owes its origin to a suggestion by T. W. Higginson, in one of the magazines, that the establishment of intercollegiate scholarships would be a great inducement to higher education in this country. Popular education, he argued, has always been the chief object of praise in this country, but the universal desire to make money, and, in fact, the almost universal necessity of so doing, have prevented many promising young men from entering the fields of higher literary enterprise. It was held that intercollegiate scholarships, founded on intercollegiate examinations, would not only serve as a standard of measurement between colleges, would not only instil a desire for distinction in science and letters among undergraduates, but also would induce the best students in the colleges to devote their time after graduation to those departments of study which best suit their tastes. Colonel Higginson's suggestion met with general approbation. President McCosh, Chancellor Crosby, and others, approved of his views, and while the matter stood in this inchoate form before the college public the Intercollegiate Literary Association was founded. Three undergraduates at Princeton College and three at Williams College joined their names to a circular on the subject, addressed to the members of American colleges, calling a convention to meet at Hartford. About a dozen institutions responded. The question as to the admission of young women into the contests was wisely decided at the beginning by the six subscribers to the circular, they sending a copy of the invitation to Vassar College.

Colonel Higginson was present at the first convention and guided its proceedings. It was determined for the first year to have competitions in oratory and essays only. The object was to make the contests popular from the beginning, and this object could not have been attained if mathematics or the dead languages had first been introduced. The idea, also, was not to undertake too much, but by gradual advances to secure a permanent organization. It was deemed best for the first few years to offer such prizes as might be within the power of the association, and in the mean time to attempt to secure a permanent fund. The first contests in oratory and essays proved to be a great success. Many persons were interested in the undertaking. Mrs. Astor set a praiseworthy example by a generous gift, which has been twice renewed; while Mrs. John Taylor Johnston and Mr. Dwight H. Olmstead gave equally hearty and substantial support to the project. For the second year, examinations in Greek and in mathematics were added, and, while the contests in speaking and composition were again most successful, the additional competitions did not in the least fall behind them in this respect.

The annual contest for 1876 took place in January, at the Academy of Music, New York. The first prize in oratory was awarded to Julian M. Elliot, of Hamilton College; the second to D. J. Tompkins, of Cornell University. F. E. Heath, of Cornell University, was awarded a prize for an essay on "Dickens and Thackeray compared." A prize for the best essay on "Advantages and disadvantages of universal suffrage" was divided between Nelson S. Spencer, of the College of the City of New York, and F. A. Hills, of the Northwestern University, of Illinois. The prize of $100, offered by Mr. Gregory, of Marblehead, Mass., for the best essay on "Arbitration," was awarded to Wilbur Lawrence, of the College of the City of New York.

In mathematics, the first prize was awarded to George S. Palmer, of Cornell University, the second to G. B. Halstead, of Princeton College; and honorable mention was made of Thomas Craig, of Lafayette College.

In Greek, the first prize was awarded to Miss Julia J. Thomas, of Cornell University, the second to Henry Veghte, of Rutgers College; and honorable mention was made of H. E. Crosby, of the University of the City of New York.—(Schermerhorn's Monthly, February, 1876, and New York Tribune.)

NEW ENGLAND NORMAL MUSICAL INSTITUTE.

The third annual session of the New England Normal Musical Institute was held at East Greenwich, R. I., during July and August, under the direction of Dr. E. Tourjee, of the New England Conservatory of Music, Boston. The success of the Normal in its two previous years drew together a large representation from no less than 16 different States and the District of Columbia. The time was fully occupied with lectures, concerts, and lessons, and enough recreation among the many charming places of Narragansett Bay to make everything delightful.—(New-England Journal of Education, October 7, 1876.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The twenty-fifth meeting of the association was held in Buffalo, N. Y., beginning on Wednesday, August 23, 1876, and closing on the afternoon of the following Wednesday. Several peculiar circumstances united in making the meeting one of unusual interest. Among them may be mentioned the fact that the president, Hon. Sherman S. Rogers, who presided at the twenty-fifth meeting, also presided at the organization of the association in Philadelphia, September 20, 1848. The Centennial Exhibition at Philadelphia was also the means of securing the attendance of numerous foreign savants, in America as commissioners from various countries, who were most cordially welcomed to the association both by its officers and the citizens of Buffalo.

The attendance of members and citizens at the general and sectional sessions was larger than at several preceding meetings. Two hundred and fifteen names of members and foreign guests were entered on the register, while three hundred tickets were given out for the meeting.

One hundred and forty-seven papers were entered by title. Of these, nine were not considered by the standing committee for the lack of abstracts or from the titles being withdrawn by their authors; fourteen were rejected by the committee as being already published and for other reasons. Of the remainder, thirty-one were referred to section A, eighteen to the subsection of chemistry, nine to the subsection of microscopy, forty-six to section B, and twenty to the subsection of anthropology. The pecuniary condition of the association being such as to demand strict economy, it was determined by the standing committee to limit the size of the volume of Buffalo proceedings.

The organization of the permanent subsection of anthropology was an interesting and popular feature of the meeting, being well attended and maintained.

A permanent subsection of microscopy was organized, and though the sessions which it held were in great part devoted to perfecting its organization for future meetings, yet several papers were read and a general interest in the objects of the subsection awakened.

The permanent subsection of chemistry continued its organization with increased attendance and interest, and the able opening address of its chairman called and retained many attendants from the other sections.

The entomological club of the association held several meetings during the week, the first being on the afternoon before the association commenced. This club is annually increasing in favor with the entomologists, and calls many persons specially interested in this department to the meetings of the association. The bringing together once a year of persons interested in the many departments of science has always been one of the primary objects of the association, and it is to be hoped that the numerous associations and societies of kindred objects with this will realize the advantages to be gained by having one of their meetings held in connection with this association, and thus allow those who would enjoy meeting their colaborers at least once a year the opportunity of doing so at the least expense of time, and in connection with the liberal arrangements that are always made in behalf of the association by the citizens of the place of meeting.—(Proceedings of the association for 1876, pp. 341–343.)

SPECIAL ARTICLES.

THE STUDY OF ANGLO-SAXON.

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It is strange that there should have been no more study of Anglo-Saxon, the mother of our mother tongue. There is talk enough about it. From the way our orators and critics dilate upon the glories of the Anglo-Saxon tongue, and the beauty and power of an Anglo-Saxon style, one would suppose that everybody studies it. But it is only within the last ten years that it has had any place in our common American college course. Latin and Greek were thought to be the proper languages to study, and there was no time found even for English. The course has now been widened, and there are many things to be said in favor of admitting the grandmother tongue.

THE CHARACTER OF THE LANGUAGE.

Anglo-Saxon is to be classed with inflected languages like Latin and Greek, rather than with analytic languages like French and English. It is, in fact, a sister speech with Latin and Greek, and shares with them the general constitution and family traits of the Parent Speech of the Indo-European languages. The noun has five cases, with four declensions growing out of the different stems; the adjective is declined in three genders and two numbers like the Latin, and also in a definite and an indefinite declension like the German; the personal pronouns have three numbers. The verb has six conjugations. The syntax is that of a highly inflected language. Some verbs govern the accusative case, others the genitive, the dative, the instrumental, or the accusative and dative, or accusative and genitive, or other combination. The uses of the modes and tenses are nicely distinguished; the subjunctive mode has its set of rules rivalling those of the Latin or Greek as apparatus for mental gymnastics. The order of the words is that of a Germanic inflected language, and needs to be changed in English. The rhythm of the poetry is measured by accents and alliteration. The sounds of the letters are carefully represented, and the relation between them and the sounds of analogous words in Latin and Greek and German is subject to definite rules. The Anglo-Saxons had popular poetry before their conversion to Christianity. Every one learned to sing their ballads. The harp passed round at feasts and each sang in turn. Most of what would have been their original literature was lost by coming under ban of the church and the contempt of the Normans; but we still have one heathen poem, Beowulf, and a number of Christian poems in the ballad epic style. There is a large body of prose, but most of it is translation or imitation of Latin works, and its interest is therefore mainly philological. There are many charters and other legal documents of much interest.

THE USES OF THIS STUDY.

Languages are studied for discipline, as a key to their books, as tools for further investigation, and as models or other aids in our own talking and writing.

The study of Anglo-Saxon will plainly give the same kind of discipline as that of Latin and Greek, so far as it depends on their being inflected languages, and on their giving an introduction to a new world of thought.

The knowledge of Anglo-Saxon is also valuable in itself; it is a record of mind in which all men have an interest. To special students of English history and of modern civilization it may be of special service in original investigations. In the old charters and records is still locked up much valuable material for making out the rise of the English constitution and the growth of English customs, and so the history of the Teutonic races. To original investigators in the science of language it also offers a most inviting field, and much aid to labor in other fields.

It is mainly, however, in its relation to our modern English that the study of Anglo-Saxon is important. The names of the objects which we speak of most and most warmly, of the actions and thoughts which stir the blood, the words and idioms around which move the dearest associations, and on which the beauty of our poetry and the power of eloquence, wit, and humor depend, are mainly Anglo-Saxon. The power to speak well springs from familiarity with choice idioms and synonymes, and this is to be attained by studying them in connection with the history of their origin and meanings, and by becoming familiar with the writings in which they are used with simplicity.

Almost all our grammatical forms are Anglo-Saxon. The difficulties of our language,

whether in spelling, in the irregular formation of modes and tenses, or of plurals or genders, or in the peculiar combinations of syntax, are almost all to be referred to Anglo-Saxon, and most of them are there easily understood; they are now difficult because they are relics of habits and forms which have passed away. *Took* is the past tense of *take, loved* of *love; took* is a contraction of a reduplicated perfect *ta-tak, loved* of an aorist compounded with *did* (*love-did*). *Sheep, deer, swine,* do not use the plural *s*; that was the regular way with all such neuters in Anglo-Saxon. *Men* is the plural of *man;* the change of *a* to *e* is a matter of euphony produced by a following *i,* which is now lost. *Methinks I see him* seems strange, but in Anglo-Saxon we learn that this *thinks* is a different verb from the common English *think,* and means *seem,* and governs a dative; *methinks* means *it seems to me. Be it so—be* is the old subjunctive used with the force of an imperative as in Latin, and having *it* for its subject. *He went a-hunting—a* is the old preposition *on.*

METHODS OF STUDY.

Languages are studied in many ways. French and German are often studied by repeating phrases, so as to learn to talk. French is often read in free translation, without knowing the modes and tenses or other grammatical forms, skipping the strange words and particles, and guessing at the general meaning of the sentences, very much as many of us read English. Latin and Greek are usually read more carefully. Students are expected to know the meanings of all the words, and observe the modes and tenses, cases, and the like. This is about all that is done in many colleges. But the best teachers attempt more. They try to master the author read. They dwell on the particles which show the connections of thought, the modes and tenses and synonyms, so as fully to get the thought, and they recreate the environment. This is called historical and esthetical study.

Then there is philological study. In a few of the best colleges, Latin and Greek are read with a careful scrutiny of every word in view of the modern science of language. The best students regularly look up the etymology of every word, and prepare for questions on its history and its relations to kindred words in other languages, the phonetic laws which govern the changes of form, the laws of thought which govern the changes of meaning, historical inferences to be drawn from it, and similar matters. They prepare for comparative syntax, to give the forms in other languages of expressing each relation of thought, and their history. This philological study may be turned more toward the past, to Greek and Sanskrit, or more toward the modern languages, to English, French, and German.

Nobody would study Anglo-Saxon to learn to speak it. The off-hand manner of reading has, however, been much used. President Jefferson thought that the old books were written in a rude form of colloquial English disguised by bad spelling, and that the supposed case endings, and the like, were figments, "aberrations," he says, "into which our great Anglo-Saxon leader, Dr. Hickes, has been seduced by too much regard to the structure of the Greek and Latin languages." He thought that after getting used to the bad spelling we could read Anglo-Saxon as easily as Burns's poems. He wished to have text books prepared with parallel columns, having the Anglo-Saxon in one and the words respelt into their modern English form in the other, with occasional notes explaining such words as have become wholly obsolete. With such an apparatus he thought a sufficient acquaintance with the language might be very easily and rapidly made. Wherever Anglo-Saxon study consists in putting a gospel in Anglo-Saxon into the hands of beginners, and reading it through in a few lessons, the method must be not unlike Mr. Jefferson's; and it is true that a good deal of very interesting and valuable knowledge of the language may be caught up in that way with little pains. It is, however, plainly desirable, if time can be spared, to use a more accurate and thorough method; and since the value of the study is greatest as the key to English grammar and the coloring for English style, it would seem that here more than with other languages it is desirable to use the philological method, and scrutinize word after word and phrase after phrase with minute attention, so that the relation of each to our modern English may be clearly understood. This thorough philological study also implies, for the full understanding of the Anglo-Saxon itself, a comparison with other languages, with Latin and Greek and Sanskrit, if the students know them, and with German, as its nearest of kin, if without the means of studying Gothic and Icelandic. Parallel paradigms of all these, and other languages, may, in fact, be found in a comparative grammar of the Anglo-Saxon, arranged for easy comparison and for careful examination where the history and meaning of Anglo-Saxon forms are doubtful.

THE TIME FOR THIS STUDY.

The best time to introduce Anglo-Saxon in the common classical course would seem to be after studying German, near the end of the hard work on Latin and Greek. This is, in most colleges, during the Junior year. The students will then be comparative grammarians of more or less skill in Latin and Greek, French and German, and will

make rapid progress in Anglo-Saxon. Four recitations a week for a single term will then count as much as a whole Freshman year. It may be well introduced in connection with the study of an English classic, Shakespeare, for example, or Chaucer, giving out a lesson in both for the same half day, under the same instructor, and making them mutually aid each other. The great difficulty in the way of valuable study of English is the fatal facility of extemporizing the recitations. The Anglo-Saxon, on the contrary, is hard to prepare, and needs the stimulus of interesting applications. In the earnest struggle for life now going on among the thick coming studies of our old classical courses, Anglo-Saxon can hope for little space.

Where there are scientific courses, so-called, from which Greek, or even Greek and Latin, are dropt to make way for modern languages, it would seem possible to secure time for the scientific study of our own tongue. And then it might be thought best to begin at the beginning, with Anglo-Saxon, and come down in the actual order of historic development, through the various stages of Old English. There would be obvious advantages in this method. There are other reasons for approaching it through the German. The class of students who take our scientific courses do so in large part because they dislike Greek and Latin, and do not see the use of studying them. They are likely to dislike Anglo-Saxon at first for similar reasons. The study is hard for them, and the interest to a great extent archæological. The thought is foreign, the environment strange. German is easier, is modern, has all sorts of uses and attractions. But German well taught is an introduction to Anglo-Saxon. It has retained the old Teutonic forms much better than English. Anglo-Saxon is much easier to a German than an Englishman. To an Englishman who has learned German it is very easy, and the philological study of it, which was so difficult, becomes simple and delightful. It is a truly practical as well as scientific procedure to have Anglo-Saxon taught by a professor of English and German literature, as it is at the Washington University at St. Louis. It is good to have some of it read, if there is plenty of time, in the early part of the course; but the real work should be put off, as in the classical course, till other languages have been studied.

Our universities which have a separate school of English language and literature, or a course of study in them running through three or four years, will naturally aim to give thorough philological training of the same kind and extent as that given in Latin or Greek.

NORMAL SCHOOLS.

No class of persons need to know Anglo-Saxon so much as teachers of English grammar. Teachers in our common schools, and much more in our high schools and academies, might use it with every lesson in grammar or language; and they are always in danger of being asked questions they cannot answer without knowing it. Pupils will ask whether *John's book* is a contraction of *John his book;* how comes *goose* to have *geese* for its plural, and *gander* for its masculine; how comes *lady* to be the feminine of *lord;* what does the *to* mean when you say *to err is human;* should we say *the sun sets* or *sits;* should we parse *I asked him a question* by supplying *to* before *him;* and so on without end. But such questions cannot be answered without knowing Anglo-Saxon. Ingenious teachers reason about them with infinite subtlety and no end, and demonstrate how they must be,—both ways; when a single look at an Anglo-Saxon sentence settles the matter. No teacher can safely decide such questions without knowing the old forms. No normal school ought to send out graduates from its grammar department wholly ignorant of Anglo-Saxon. A lesson a day during the last school term, skilfully directed to the examples in which this knowledge is oftenest called for, would perhaps answer the most pressing needs of the common school. A really good high school teacher ought to have had much more study.

ANGLO-SAXON IN AMERICA.

The history of this study in America has a little of the centennial interest. There was a revival of etymological study of English about a hundred years ago, when Dr. Johnson published his dictionary. He knew nothing of Anglo-Saxon, and his critics showed up his ignorance very fully. Horne Tooke, among others, was attracted to that field of study, and having original linguistic genius, and plenty of leisure in prison, prepared *The Diversions of Purley*, a book that proved an epoch-making work in this kind of study. He was a fierce opponent of the ministry who were making war in America, and had been imprisoned for saying that Americans were "*murdered*" by the king's troops at Lexington. He was regarded in this country as a martyr in the cause of our liberties, and his book was at once reprinted here, and read everywhere with peculiar interest. It bore fruit a hundredfold in the minds of Noah Webster and Thomas Jefferson. Jefferson sent to Europe for the old folios in which the knowledge of Anglo-Saxon was then buried, and read them, as he had time. He became strongly impressed with the thought that the language ought to be studied in our schools, and when he organized the University of Virginia he made it the duty of the professor of modern languages to give instruction in Anglo-Saxon. It has accord-

ingly been one of the regular studies there since 1825. Prof. George Blattermann, Ph. D., gave the first course of lectures, and continued them till 1840. Prof. Charles Kraitsir, Ph. D., gave them from 1841 to 1844. Prof. M. Schele De Vere, Ph. D., LL.D., has since filled this chair. During the earlier period, the lectures had been given, in pursuance of what was understood to be Mr. Jefferson's plan, merely as a means of imparting a knowledge of English; but Prof. Schele De Vere has given lectures on the science of language and the history of the changes from Anglo-Saxon to English, and has used his "Studies in English" as a text book. Students elect their studies at this university. Four hundred and ninety-eight (498) students have been in the classes since 1845, and the number who have taken Anglo-Saxon from the first is computed to be over 600. Many of these have become teachers, several of them professors in southern colleges and universities, and they have exerted a considerable influence in favor of this study. Among them may be mentioned Prof. J. L. Johnson, who has championed the study with great success in the University of Mississippi. Mr. Jefferson's plans for his university attracted great attention through the whole country, and it was very likely on their suggestion that the founders of Lafayette College, which was chartered in 1826, made the study of Anglo-Saxon and English prominent in their proposed curriculum.

Noah Webster's Dictionary was the most notable product of his Anglo-Saxon studies. It is not known that he made any earnest effort to introduce the language into the college at Amherst, which he helped to found, but his influence was felt there through occasional addresses to the students and the teaching of his son-in-law, Professor Fowler (1838–1843), who was preparing books on the history of the English language, and lectured on such topics to his classes. The attention of some of those who have been teachers of Anglo-Saxon elsewhere was there first drawn to it.

In 1850, Prof. John S. Hart, LL. D., introduced the study of Anglo-Saxon into the Philadelphia High School. The course ran through the second, third, and fourth years of study, with five hours a week in the first two years, and four a week the last year. They read the Gospels and Klipstein's Analecta. Professor Hart gave a course of lectures on the history of the English language and English literature. About 250 students were engaged in the study each year. The course was dropped in 1854 "in consequence of the pressure of other studies and the prejudice excited against this."

Not far from the same date (1851), this study was introduced into Harvard College in the University at Cambridge, where it has been continued ever since. It is part of the instruction given by Prof. F. J. Child, Ph. D., whose title is Professor of Rhetoric and Oratory. At first, all the Sophomore class had lessons in the elements of Anglo-Saxon. Now it is elective for students of the three higher classes, and continues for two years. There are two recitations a week the first year and three the second. Sixteen to twenty are a good class for the first year, when they read March's Reader. The second year, when the text books are German, *Heyne's Beowulf* and *Mätzner's altenglische Sprachproben*, five or six would be a good class, and it is apt to fail altogether.

In 1858, a professorship of the English language and comparative philology was created at Lafayette College. This was the formal establishment of a course of study which had been two years carried on in the college, and was supposed to be the first authoritative recognition of the English and Anglo-Saxon as a separate department of philological study coördinate with Greek and Latin, and the central object of comparative study. At Lafayette, four recitations a week in Anglo-Saxon during the two last terms of Junior year are taken by the whole class, and two recitations more a week are optional for one term. It is also used continually in the philological study of the later English authors. Post graduate studies are also carried on as far as students may wish. Text books have been published by which it is thought possible to give a portion of this language as thorough study as our college text books enable us to give the Latin and Greek. Many teachers and several professors of this study have graduated at Lafayette, and its course and text books have attracted attention in Europe. Prof. S. G. Barnes, of Iowa College, and Prof. R. H. Carothers, of Westminster College have aided in the preparation of text books.

In 1868, Prof. H. Corson, LL. D., began this study at St. John's College, where he was professor of rhetoric and English literature, and in 1871 he accepted a chair of Anglo-Saxon and English in Cornell University. The study has been continued at St. John's College with earnestness and efficiency by Prof. J. M. Garnett. Professor Corson soon after published a valuable "Handbook of Anglo-Saxon and Early English," representing the language and literature from Ælfred to the end of the fourteenth century, with glossary, grammar, and other apparatus. Students in the School of Literature at Cornell are required, and others may elect, to devote to the study of Anglo-Saxon and early English four recitations a week during two terms of the Freshman year and three a week during two terms of the Sophomore year. They read a large part of Professor Corson's handbook. The present class (1875) numbers thirty-two (32), of whom three elect the study from other schools, and ten (10) are "lady students." "The lady students," Professor Corson says, "do the best."

Other handbooks for beginners have been published by Professor Shute of Colum-

bian College, and Professor Carpenter of the University of Wisconsin, and the interest in the study has been greatly increased within the last five years.

The answers to a circular of inquiry issued by the Bureau of Education to our principal colleges show that twenty-three of them study Anglo-Saxon, reading more or less of it. The study at Yale is in the Sheffield School and in one of its post graduate courses. Eight more claim to study it incidentally in their course of English literature. Almost all of them, except those before named, have begun it within the last four years; several have offered it this year for the first time. Haverford dates back to 1867. Of those who do not study it, nine couple the statement of that fact with some expression of regret or anticipation. The answer from the University of Michigan is: "Sorry to say that the study is not pursued at all"; so from Dartmouth. From Princeton we learn that it may be introduced hereafter; so from the Central University at Richmond, Kentucky, and Vanderbilt University, which is recently opened. The Chancellor of the University of Georgia says that "the study is more important than that of any modern language." Only sixteen of those returning answers are content with simply stating that they do not study Anglo-Saxon.

A CALL FOR ANGLO-SAXON SCHOLARS.

This is great progress for any linguistic study to make in these times when the natural sciences are crowding everywhere. The time is all full in the old colleges, and the supply of good teachers for the new study is very scant. The professors of rhetoric who are oftenest turned to are not often linguists; it is better to try the Latin or Greek professor, as is done at Haverford. But special attainments are needed. To the coming generation of scholars, Anglo-Saxon has prizes to offer as tempting as any. There are professorships, and then the eminence which waits on successful original work in a prominent field. There is nowhere in the world so much of this study as in America. Professor Child says, in his answer to the circular of the Bureau, that "Anglo-Saxon is *utterly* neglected in England—at present there is but one man in England that is known to know anything of it—and not *extensively* pursued anywhere in America." The Germans, he adds, "cannot do their best for want of properly edited texts. Two or three American scholars, devoted to Anglo-Saxon, would have a great field to distinguish themselves in, undisputed by Englishmen."

THE PRONUNCIATION OF GREEK IN THIS COUNTRY.

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Three methods of pronouncing Greek have prevailed more or less in American schools:
1. The English system;
2. The Modern Greek, called also Reuchlinian; and
3. The method sometimes styled "Continental," sometimes "Erasmian."

Of the first, which was almost universal in this country fifty years ago, Goodwin, in the Preface of his Greek Grammar, very justly and forcibly remarks, "That monstrosity, the so-called 'English system,' which saddled the Greek at once with English vowel sounds and Latin accents, is now unintelligible to the majority of our scholars; and it is not likely that a system which requires the use of a foreign system of accentuation will ever be generally adopted."

The second, the modern Greek pronunciation, while advocated by some very eminent men, has been adopted in very few schools, and need not here be particularly described.*

The third, the so-called continental or Erasmian method, is already widely prevalent, is every year rapidly gaining ground, and seems likely very soon to become almost universal in our American schools.† It is, therefore, this method of pronouncing Greek which I propose here briefly to describe.

THE SO-CALLED CONTINENTAL OR ERASMIAN METHOD OF PRONOUNCING GREEK.

I. OF THE SOUNDS OF THE VOWELS.

A, *α*, has the sound of *a* in *father*.
H, *η*, has the sound of *a* in *gate, late*.
E, *ε*, has the sound of *e* in *men*.
I, *ι*, has the sound of *i* in *machine*.
Ω, *ω*, has the sound of *o* in *tone*.
O, *ο*, has the same sound as *ω*, with half the length. When followed by a consonant in the same word, it is quite common to pronounce it like *o* in *log*; yet this sound is not strictly correct, and should never be given to *o* before another vowel, or at the end of a word. It is sometimes, both in this country and in Germany, pronounced with an explosive, guttural sound, to indicate that it is short. Thus, *τό* is pronounced almost as though it were written *τόχ*, the last letter purely aspirate. This sound should be carefully avoided. The same caution should also be observed in pronouncing the other short vowel, *ε*.

*The modern Greek pronunciation was taught in Germany by the celebrated theologian Reuchlin (born 1455, died 1522); and at that time appears to have been in general use wherever the Greek language was studied. The correctness of this pronunciation was first questioned by Erasmus of Rotterdam (born 1467, died 1536) in a facetious dialogue between a lion and a bear (Dialogus de recta Latini Græcique sermonis pronuntiatione, Basileæ, 1528). Erasmus seems not himself to have adopted the system proposed in the dialogue, but to have indicated his opinion that it was a near approximation to the ancient pronunciation. From his time, however, the system which bears his name has been constantly gaining ground, and is now, with unimportant variations, the prevailing system in Germany and many other countries.

†The inquiry has often been made of the Commissioner of Education, "Can you inform me what is the prevailing pronunciation of Greek and Latin in this country?" In order to answer this inquiry satisfactorily, letters were sent to all the leading classical professors, asking them for a brief statement of their method of pronunciation. The letters relating to the pronunciation of Greek were placed in my hands. I have examined one hundred and twenty-five, taken at random from a considerably larger number, and the result was as follows: Two professors, out of the entire number, teach the modern Greek pronunciation; eighteen teach the English system; four teach partly the English and partly the continental system; and one hundred and one the Erasmian method only. It thus appears that the pronunciation of Greek in this country is far more uniform than that of Latin. The fact is worthy of special notice that of the twelve oldest and best known New England colleges—two in Maine, one in New Hampshire, two in Vermont, three in Massachusetts, one in Rhode Island, and three in Connecticut—not one of the entire number any longer retains the English pronunciation of Greek, although several of them still retain the English pronunciation of Latin. The example of the New England colleges alone must have great weight in settling the usage in all the younger institutions and in the newer States. The fact is also worthy of note that in nearly all the colleges of this country the change from the English to the Erasmian method has been made chiefly within the last quarter of a century.

Υ, *υ*, like the French *u* or the German *ü*. Often, however, owing to the difficulty we find in giving this sound, *υ* is pronounced like the English *u* in *lucid*, or like *ew* in *few*.

No distinction in pronunciation is usually made between *ᾱ* and *ᾰ*, *ῑ* and *ῐ*, *ῡ* and *ῠ*; *e. g.*, *ἀρα* and *ἆρα*, *κᾱλός* (Epic) and *κᾰλός* (Attic), *ἰσος* (Homeric) and *ἴσος* (Attic), *λῡ-* and *λῠ-* in the verb *λύω*, are pronounced alike.

In actual practice, *α* and *ι* are usually shortened a little when followed by a double consonant or by two single consonants in the same word; *e. g.*, the *ι* in *ἵστημι* is usually pronounced like *i* in *history*, the *α* in *κάλλος* like *a* in *callous*; but *υ* is not thus shortened, *e. g.*, *υ* in *ὕψος* and *ὕστερος* is sounded like *υ* in *ὑπό*, *ὕδωρ*; also, *υ* in *ἐκρυψα* like *υ* in *ἔλυσα*, never like *u* in *lump*.

II. OF THE SOUNDS OF THE DIPHTHONGS.

In *αι* both vowels are sounded, nearly as in *aisle*, or *aye* (expressing assent).
ει, like *ei* in *height*.*
οι, like *oi* in *toil, oil*.
αυ, like the German *au*, or the English *ou* in *house, our*.
ευ, like *eu* in *neutral*.†
ου, like *ou* in *courier*; *i. e.*, like *oo* in *boot*.
ωι, like *wi* in *winter*, or *ui* in *quit*.
ᾳ, *ῃ*, *ῳ*, are pronounced like *α*, *η*, *ω*; *i. e.*, the iota is not pronounced at all
ηυ is pronounced like *ευ*.
ωυ is pronounced like *ου*.

III. OF THE SOUNDS OF THE CONSONANTS.

Β, *β*, like *b*.
Γ, *γ*, like *g* hard, never *g* soft; but *γ* before a palatal (*κ*, *γ*, *χ*, or *ξ*) has the sound of *n* in *anger*, and was represented by *n* in Latin; *e. g.*, *ἀγκυρα*, Latin *ancŏra*, anchor, The mistake is sometimes made of pronouncing *γ* like *ng* before *μ*; as in *λέλεγμαι*, wrongly pronounced *lélengmai*, correctly pronounced *lélegmai*.
Δ, *δ*, like *d*.
Ζ, *ζ*, is generally in this country pronounced as the English *z*. It is also pronounced thus by the modern Greeks. Some American scholars, however, pronounce *ζ* as *dz*; *e. g.*, *σώζω*, pronounced *sōdzō*. This pronunciation is recommended generally in the best German grammars, and Hadley, in his Elements of the Greek Language (§ 11, *a*), remarks: "It is supposed that *ζ* had at first the sound of *dz*."
Θ, *ϑ*, *θ*, is pronounced, in this country and in Great Britain, always, I think, like *th* in *thick, thin*.

The modern Greeks pronounce this letter as we do. The Germans have great difficulty in giving this sound; and Georg Curtius (Erläuterungen zu meiner griechischen Schulgrammatik, p. 19) says of this letter, "It is not advisable for us [Germans] to accustom ourselves to a pronunciation which is foreign to us, and which can be shown also not to be the ancient pronunciation." It is quite possible that the ancient Greeks, in pronouncing all three of the rough mutes, *φ*, *χ*, and *θ*, made the initial sound sharper and more like the corresponding smooth mutes, *π*, *κ*, and *τ*, than we do. This seems to be indicated by the sounds they have in Sanskrit, *p'ha*, *k'ha*, *t'ha*; also by the Roman mode of representing these letters, at least by writing *ph*, instead of *f*, in words of Greek origin. But if the Germans content themselves with their pronunciation of *φ* and *χ*, we have equally good reason to be satisfied with our pronunciation of *θ*. It is one of those nice points about which we need not be over anxious.

Κ, *κ*, like *k*, or *c* hard.
Λ, *λ*, like *l*.
Μ, *μ*, like *m*.
Ν, *ν*, like *n*.
Ξ, *ξ*, like *ks*. Each sound, even at the beginning of a word, should be distinctly heard. Thus, *ξένος* should not be pronounced as though it began with *ζ*, but with the palatal sound *κ* at the beginning distinctly audible. So, also, *Ξενοφῶν* should not be pronounced in Greek as Xenophon in English, but with *κ* and *σ* both audible. This is not difficult after a little practice.
Π, *π*, like *p*.

* This is the usual pronunciation both in Germany and in this country; but Professor Sophocles, in his work on "The Greek Alphabet and Pronunciation," and Professor Packard of Yale College, in an article in the New Englander (January, 1871), propose for *ει* the sound nearly of *ei* in *freight, rein*. Curtius favors the distinct utterance of both vowels *ε* and *ι*, which would yield nearly the sound of *ei* in *rein*. Kühner, on the other hand, argues in favor of the present pronunciation, and thinks it a near approximation to that of the classic period. If we pronounce it like *ei* in *height*, we must be careful to distinguish between *ει* and *αι*; if like *ei* in *rein*, to distinguish between *ει* and *η*.

† The German pronunciation of this diphthong, which makes it nearly identical with *οι*, English *oi* in *boil*, is not to be recommended, and is not favored by Curtius.

P, ρ, like *r* in the languages of continental Europe; that is, stronger and more distinct than in English. The sound of *r* is almost if not quite inaudible as many persons pronounce *war, liberty,* and many other English words. This fault should be carefully guarded against in pronouncing Greek. Another fault, even more common, cannot be too carefully avoided, that of pronouncing ερ like the English *er* in *perfect, persuade, serve,* &c. It should always be sounded like *er* in *merry, ferry, error.* Thus, ἔρχομαι should never be pronounced *urchomai;* ἔργον, never *urgon.* The rough breathing over ρ at the beginning of a word, and in some editions over the second ρ when doubled in the middle of a word, is thought by some scholars to indicate simply the rolling of the letter. (Cf. History of the Greek Alphabet by Prof. E. A. Sophocles, p. 115.) To most Americans the rolling of the letter is somewhat difficult, and in practice is not generally attempted. In fact, I doubt whether the rough breathing was intended for this purpose. I think we very naturally utter an initial ρ with a perceptible aspiration, and it is not improbable that the rough breathing was intended to indicate this. Such is the opinion of Kühner (cf. Ausführliche Grammatik, erster Theil, erste Abtheilung, § 8).

Σ, σ, ς, like *s* in *sir*; *i. e.*, always sibilant, never like *z*. There is a strong tendency to pronounce σ, ς, like *z* in many Greek words, as in μοῦσα, τῆς, ὡς. In μοῦσα, the analogy of the English word *muse* may account for this tendency. It should be carefully avoided, and σ, ς, always be made purely sibilant.

T, τ, always like *t*. Thus Βοιώτιος should never be pronounced *Boió-she-us,* but always *Boi-ó-ti-os;* although the English word *Bœotian* is usually pronounced *Bee-o-she-an.* Ὑπατία is pronounced *Hu-pa-tí-a* (French *u* in the first syllable); although in English we say *Hy-pá-she-a.*

Φ, φ, like *ph* in *philosophy.*

X, χ, like the German *ch* after *a, o,* or *u,* as in *sprachen, machen;* or like the Scotch *ch* in *loch;* not like the German *ch* after *e, i,* or *y,* as in *ich, nicht.* It is frequently pronounced in this latter way by the Germans, and sometimes in this country; but this sound is, I think, certainly false, as it is not palatal. The true sound is somewhat difficult for an American who has not learned German. It is a strong aspiration in the palate, distinguishing this letter at once from κ, the corresponding smooth mute. Thus, ἔχθος and ἐκτός would be distinguished not only by the lingual (τ-mute) and by the accent, but also, and equally, by the palatal (κ-mute): οὐκ and οὐχ are also readily distinguished.

Ψ, ψ, like *ps,* with both sounds distinctly heard; at the beginning, not less than in the middle, of a word.

N. B.—Particular care should be taken in pronouncing the double consonants, or two single consonants, at the beginning of a word, to give each letter its proper sound; as, πνέω, πνεῦμα, κνέφας, κτῆμα, πτολεμαῖος, φθίσις, ξέω, ψάω, pronounced *pneo, pneuma, knephas,* &c., with the *p* or the *k* distinctly sounded. Avoid also putting in a vowel sound after the initial consonant. Not *pĕ-neo, kĕ-nephas,* &c., but the two consonants in close succession. This is not difficult to those who are familiar with German.

Under this head may be mentioned the breathings, rough (spiritus asper) and smooth (spiritus lenis). The rough breathing, placed over the initial vowel (as ὄν), corresponds to the letter *h* in *his;* the smooth breathing, also placed over an initial vowel (as ὄν), indicates the absence of the aspiration, and might be very useful to such careless or ill educated persons as would in English confound *all* and *hall, is* and *his, oh* and *hoe,* &c. Every word beginning with a vowel or diphthong had one or the other of these breathings, which, however, in the case of a proper diphthong, was placed over the second vowel.

IV. OF THE ACCENTS.

As is known to every scholar, there are three forms of accent in Greek; but it is not now customary to make any distinction in sound between them. Thus, καλός, πατήρ, as they would be written at the end of a sentence, are pronounced like καλὸς, πατὴρ, as they would be written in the middle of a sentence; and νεᾷ, νεῷ, or λεᾷ, λεῷ, as they are variously written, are pronounced alike.

The written accents indicate in all cases the syllable on which the stress of voice falls. A proclitic should be pronounced as an unaccented syllable of the following word, and an enclitic as an unaccented syllable of the preceding word. Thus, ὁ ἀνθρωπος, ἀγαθόν τι, αὐτός φημι, should each be pronounced with but one accented syllable; ἀνθρωπός τις, παῖδές τινες, each with two accented syllables. In εἴ τίς μοί φησί ποτε, and similar combinations, the accent should be carefully observed.

It is sometimes objected to the use of the written Greek accents that we cannot, at the same time that we observe them, make the quantity of the vowels apparent. But it seems not to be thought of that this objection applies with equal force to the Latin rule for the accent. In the Latin, scholars generally make no distinction between the penult of *stāre* (infinitive of *sto*) and that of *dăre* (infinitive of *do*); or between *mensă* and *mensā*, nominative and ablative; and so in numberless other instances. Take, for example, this sentence from Cicero: *Nunc vero, quæ tua est ista vita?* The quantity of not one of these syllables, unless it is a diphthong or long by position, is indi-

cated in the pronunciation. The objection is really of no weight whatever; and while in Latin it applies to all the vowels, in Greek it applies only to the three doubtful vowels *a*, *ι*, and *υ*. It is not difficult, and is actually customary, to distinguish between *ε* and *η*, *o* and *ω*. Thus, every careful teacher and scholar will make the difference between *λύομαι* and *λύωμαι*, between *λύεται* and *λύηται*, quite apparent. Nor is it very difficult to show the proper quantity of the penult in such words as *ἄνθρωπος*, *λύοιμι*, *λύσαιμι*, etc.

Again, it is said we cannot observe the written accents in reading poetry, as such, *i. e.*, metrically. This objection is equally short sighted with the preceding, since it applies with equal force to the Latin rule for the accent. Let any one undertake to scan a verse in Virgil, and make the metrical accent (the *ictus metricus*, as it is sometimes called) coincide with the accent according to the rule for prose. He will at once find that the two are entirely independent of each other. The same is true in Greek poetry, showing that poetry among the Greeks and Romans was farther removed from prose, more artificial, more like song, than with us.

V. OF THE PRONUNCIATION OF GREEK PROPER NAMES.

But one question remains for us to consider in this paper; and it is by no means a question easy to settle. How shall we anglicize Greek proper names? The conventional method is this: to write the Greek word with Roman letters, thus giving it the form of a Latin word, and then to pronounce it with the English sounds of the letters and the Latin rule for the place of the accent. Thus, *Ξενοφῶν* (with the accent on the ultima and the double consonant Ξ pronounced as *ks*) becomes *Xenŏphon* (with the accent on the antepenult and the initial consonant pronounced as *z*); *Σωκράτης* (accent on the penult and continental sound of the *a*) becomes Socrātes (accent on the antepenult). Whether we write the Greek *κ* in Latin as a *c* or a *k*; and *ει* as *ei* or *ē* or *ī*; and *αι* as *ai* or *ae*; and *οι* as *oi* or *oe*, the above rule still holds good; the vowels and diphthongs and consonants are pronounced as in English, and the Latin rule for the place of the accent is applied. Whatever objections may lie against this method of dealing with Greek proper names, and though something else may be substituted for it before very long, it is at least the prevailing method at present. It may require some care on meeting such a word as *Ἀλκιβιάδης* in a Greek sentence, to give it the proper pronunciation as a Greek word, and then, on rendering the sentence into English, to call the word *Alcibĭădes* or *Alkibĭădes*, with Latin accent and English sounds of the vowels. But the same care is required in Latin and in the modern languages. No one who pronounces the *c* in *Cicero* hard in a Latin sentence would pronounce it *Kikĕro* in English. No one pronounces the words *Paris*, *Lyons*, etc., the same in French and in English. Those who meet the words *Wien*, *München*, *Köln*, in a German sentence, and pronounce them correctly in German, call them in English Vienna, Munich, Cologne. Those who visit Venice, if they speak German, French, Italian, and English, learn for the same city the four names *Venedig*, *Venise*, *Venezia*, and *Venice*; and if they speak modern Greek, they will have also the word *Βενετία*, all five names differing greatly in their sound. It is no more difficult or inconsistent to change in a similar way ancient Greek proper names. It requires care and discrimination to do this; but those qualities are continually called in requisition in the study of any foreign language; and in this fact lies one of the many benefits derived from the study of language.

In the foregoing statements, which have been prepared in compliance with the request of many teachers in different parts of this country, I have not sought to give any new theories respecting the pronunciation of Greek, but simply to present what I understand to be the most approved usage in this country, without any long array of arguments or learned discussions. Minute points of difference in the sounds both of the vowels and of the consonants undoubtedly prevail and will ever prevail in pronouncing Greek, and not less in pronouncing our own language; but the general system is now tolerably uniform. In the main, the system above given is the same as that which prevails in Germany, so that those who have learned this system here, and who go to Germany for the further prosecution of their classical studies, will need to make few, and only unimportant, changes, in order to understand and be understood.

Those who desire to pursue this subject further will be well repaid by reading carefully the article already referred to in The New Englander for January, 1871, by Professor Packard; also the work of Professor Sophocles, History of the Greek Alphabet and Pronunciation, published by George Nichols, Cambridge, Mass., 1848; also two very critical papers in Hadley's Essays (New York, Holt & Williams, 1873), one "On the Nature and Theory of the Greek Accent;" the other "On the Byzantine Greek Pronunciation of the Tenth Century, as illustrated by a Manuscript in the Bodleian Library." In the German language, consult especially Kühner's Ausführliche Grammatik der griechischen Sprache, erster Theil, erste Abtheilung, § 3; Georg Curtius's Erläuterungen zu meiner griechischen Schulgrammatik, Cap. 1; also an article by the same, Ueber die Aussprache der griechischen Vokale und Diphthonge, in Zeitschrift für die œsterreichischen Gymnasien, 1852, 2. Heft.

UNIVERSITY OF CHICAGO, *January*, 1876.

LATIN PRONUNCIATION.

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In accordance with the expressed wishes of many professors of Latin in our institutions for superior instruction, the Bureau of Education recently sent out inquiries to ascertain the prevailing usage as to the pronunciation of the Latin language in the universities and colleges and in college preparatory schools in the United States. The replies received in answer to these inquiries were sent to me for tabulation and review. It has also been endeavored briefly to set forth the usage in other countries. My own views on the much vexed question of the correct pronunciation of Latin I have not hesitated freely to express in this paper. For these the Bureau is in no way responsible.

The tabulated results are given at the close of this paper. As all Latinists are not necessarily orthoepists, and as the terms used are not always well defined, I fear I may have made some errors in classification.

CLASSIFICATION.

The methods of pronouncing Latin may be reduced to three heads:

I. LATIN, or, as it is more commonly but less properly called, ROMAN, a close approximation, as is supposed, to the ancient pronunciation during the Ciceronian and Augustan period. Some style it the phonetic method.

II. The CONTINENTAL, representing the general practice of the continent of Europe.

III. The ENGLISH, because of its conforming to English orthoepical analogies.

I. THE LATIN OR ROMAN PRONUNCIATION.

1. ITS USE AND PROGRESS.

No age of the world has been so noted for original investigation as the present: nothing is accepted as trustworthy, merely because it has secured general assent; everything is placed in the crucible, and results must be stated without fear or favor. Truth will bear the light, and must stand on its own merits. Previous bias and prejudice must be set aside. In attempting to set forth what the true pronunciation of Latin is, the Roman grammarians and rhetoricians have been freely consulted. The Ariadne thread which has been let out through the labyrinth of the modern tongues has been traced back by painstaking philologic Theseuses — in most respects satisfactorily, in a few details doubtfully. Words change with epochs. There is no material discrepancy among those who attempt to present classic usage; who essay to reproduce to the ear the burning words which fell from the lips of Cicero, or were struck from the lyre of Horace, which thrilled the bosoms of the sweethearts of Tibullus and Propertius, or which, recited by Virgil, drew tears from imperial auditors.

So far as I have been able to ascertain, the present prevailing pronunciation in England, namely, the English, does not go back two centuries. There the Continental was once the prevailing usage, as is the case now in Scotland and Ireland, and in all Roman Catholic colleges and countries. In the United States, till within the past twenty years, two systems have held nearly equal sway, the advantage being rather with the English system. But in the period named the Latin method has made decided advances. At this time, usage is about equally shared among the three.

In New England, a few years ago, the English pronunciation of Greek was almost undisputed. Now, thanks to Hadley, Goodwin, Gildersleeve, Sophocles, Boise, Packard, Owen, and others, the ancient pronunciation, or what is a very close approximation to it, is almost universal. The world over, nearly all the Latin grammarians and orthoepists of the last quarter of a century have urged a return to first principles. The Latin has rights of its own and a demonstrated pronunciation which should be respected, as in the case of the sister tongue.

2. BIBLIOGRAPHICAL LIST FOR THE LATIN PRONUNCIATION.

1851.

America may claim the credit of leading this reform, in the person of Prof. S. S. Haldeman, of the University of Pennsylvania. His admirable little treatise is entitled, Elements of Latin Pronunciation for the use of students in language, law, medi-

cine, zoölogy, botany, and the sciences generally in which Latin words are used. Lippincott, Philadelphia. 76 pp. 12mo. 75 cents. It appeared in 1851. Subsequent investigations by the most critical and eminent scholars in Germany, England, and America have confirmed the general accuracy of this first explorer.

The intelligent interest which Professor Haldeman feels in orthoepy has been evinced in the following contributions: Power of the Greek *Z*, 1853, (and Phonetic Advocate, December, 1849;) Analytic Orthography, 1860; English Affixes, 1865; On the Pronunciation of Latin as presented in several recent grammars, (Bartholomew, Bingham, and Roby,) American Philological Association, 1873; Review of Professor Blair's Latin Pronunciation, Southern Magazine, Baltimore, October, 1873; On several points in the pronunciation of Latin and Greek, Wisconsin Academy of Sciences, vol. ii, 1873-'74.

1852.

Glossology. By Charles Kraitsir, Ph. D.

1858.

Ueber Aussprache, Vokalismus und Betonung der lateinischen Sprache, von W. Corssen. Leipzig. 2 vols. 8vo. 1921 pp. $6. This learned and exhaustive work made a profound impression in the classical world. Of the second and improved edition, published 1868-'70, Allen and Greenough, in their Latin Grammar, say: "The greatest work on Latin *alone*, treating the language in reference to its own individual development, particularly as to the sounds (Lautlehre)."

1859.

Roman Orthoepy: a plea for the restoration of the true system of Latin Pronunciation. By John F. Richardson, Professor of the Latin Language and Literature in the University of Rochester, N. Y. Sheldon & Co., New York City. 114 pp. 16mo. 50 cents. The advantages of the Roman over the English method are well set forth, particularly the argument drawn from prosody.

1860.

Latin Pronunciation and the Latin Alphabet. By Dr. Leonard Tafel, of Philadelphia, and Prof. Rudolph L. Tafel, of St. John's College, Annapolis, Md. Based on Corssen's work. 172 pp. 12mo. 75 cents.

1866.

Manual of Latin Grammar. By Gustavus Fischer, of Rutgers College, New Jersey. 2 vols. 12mo. $3.

1867.

A Latin Grammar. By Basil L. Gildersleeve, Ph. D., LL. D., University of Virginia. University Publishing Co., New York. 284 pp. 12mo. $1.25. A revised edition of this excellent grammar appeared in 1872, 384 pp. 12mo. $1.50. For pronunciation, see the edition of 1875, and his Latin Primer, 1875. Dr. Gildersleeve is now professor of Greek at the Johns Hopkins University.

1870.

Latin Pronunciation at Harvard. By George M. Lane, Ph. D., Professor of Latin. Boston. 4 pp. 16mo. Professor Lane was the pioneer of the Latin or Roman pronunciation in New England.

Latin Pronunciation: an Inquiry into the proper sounds of the Latin Language during the Classical Period. By Walter Blair, Professor of Latin in Hampden Sidney College, Virginia. Barnes & Co., New York City. 136 pp. 16mo. $1. Mr. A. J. Ellis characterizes this as "an extremely useful little work." It was reviewed in the Southern Magazine, October, 1873, by Prof. S. S. Haldeman.

A Compendious Grammar of the Latin Language, with Copious Exercises. By Charles D. Morris, M. A., formerly Fellow of Oriel College, Oxford, England. 327 pp. 12mo. $1.75. A third edition was published in 1873. The author is now a professor in the Johns Hopkins University.

1871.

A Grammar of the Latin Language from Plautus to Suetonius. By Henry John Roby, M. A., late Fellow of St. John's College, Cambridge, England. Macmillan & Co., London, and 22 Bond street, New York City. 2 vols. 12mo. Vol. I. Second edition. 478 pp. $2.50. One hundred and seventy-three pages are devoted to pronunciation, (see especially p. xc.) The conclusions reached are in the main very satisfactory. In Vol. II, first edition, the syntax embraces 555 pages. $3.50. "Mr. Roby has given special prominence to the treatment of sounds, and has done much toward settling a discussion which is at present largely engaging the attention of scholars, viz., the pronunciation of the classical languages." The Athenæum says: "The book is marked by the

clear and practical insight of a master in his art. It is a book that would do honor to any country."

A Few Remarks on the Pronunciation of Latin, with a Postscript by H. A. J. Munro, of Cambridge. Macmillan & Co., London. 36 pp. 8vo.

Syllabus of Latin Pronunciation. Drawn up at the request of head-masters of schools. By Edwin Palmer, of Oxford, and H. A. J. Munro, of Cambridge. Macmillan & Co., London. 8vo. 12 cents. The reform pronunciation is rather more popular at Cambridge than it is at Oxford, where the question has not been so much agitated. In a letter to myself, June 8, 1875, Mr. Roby says that the "movement began with the Rev. Dr. Abbott, head-master of the city of London schools." He adds: "The chief classical schools have the upper forms familiarized with the scheme of pronunciation put forth by Munro and Palmer, or some such scheme. At the university there is, I believe, no systematic adoption of it; but some teachers practise it more or less, and, among the students, the number of practisers (if I may use such a term) becomes greater as the boys pass up from the schools."

1872.

Latin Pronunciation. By Tracy Peck, Professor of Latin in Cornell University, Ithaca, N. Y. Circular. 1 p. 8vo.

A Latin Grammar founded on Comparative Grammar. By Joseph H. Allen, of Cambridge, Mass., and James B. Greenough, of Harvard University. Ginn Bros., Boston. 266 pp. 12mo. $1.56. A revised and greatly improved edition will soon be published. Ginn & Heath, Boston. 12mo. 329 pp. $1.56.

Latin Lessons. By R. F. Leighton, master of the Melrose High School. Revised. Ginn & Heath. 334 pp. 12mo. $1.50.

1873.

A Grammar of the Latin Language. By G. K. Bartholomew. Wilson, Hinkle & Co., Cincinnati. 276 pp. 12mo. $1.50. Professor Bartholomew says: "The Roman pronunciation, if practised from the beginning, renders nearly all rules of quantity useless." Mr. A. J. Ellis remarks that "Bartholomew adheres closely to the ancient grammarians" in his pronunciation.

The Public School Latin Grammar for the use of schools, colleges, and private students. By Benjamin Hall Kennedy, D. D., professor in the University of Cambridge, England. Longmans, Green & Co., London. A third edition was published in 1875. 599 pp. 8vo. $3. This is a valuable book. The author devotes sixty-eight pages to "soundlore." He says: "Mr. Roby is a scholar whose learning, ability, and industry entitle all he says to the fullest attention."

1874.

Practical Hints on the Quantitative Pronunciation of Latin, for the use of classical teachers and linguists. By Alexander J. Ellis, of Trinity College, Cambridge, past president of the Philological Society. Macmillan & Co., London. 132 pp. 16mo. $1.75. In the preface the author says: "This syllabus was at once introduced into several of the larger schools in England, at least in the higher forms. I at once adopted it for the use of my classes in University College, and a very similar scheme of pronunciation was only last year printed by Professor Key for University College school. Independently of this, a reformed pronunciation has been adopted in various educational establishments in this country; and it is no uncommon occurrence in my classes to find students on their arrival already trained in the new method, with such slight differences (and they are really slight) as the divergence of opinion on particular points makes unavoidable. On one point there seems to be a very general agreement, viz: wherever it has been introduced it has been adopted without difficulty by students of all ages, even by the youngest boys, from ten years old upwards."

Report on Latin Philology. By Prof. Robinson Ellis, of University College, London, president of the Philological Society.

1875.

Latin Language and Literature. Appleton's Cyclopædia, illustrated, vol. 10. By Prof. G. A. F. Van Rhyn, Ph. D. "It is now pretty well ascertained what the pronunciation was. Roby has an admirable exposition of the subject. It is expected that the correct pronunciation will be generally adopted."

Latin Pronunciation Practically Considered. By Tracy Peck, A. M., professor of Latin language and literature in Cornell University, Ithaca, N. Y. Published in the Proceedings of the Twelfth Anniversary of the University Convocation of the State of New York, pp. 69-79. Albany. 1875.

Many articles have been contributed to educational and other journals of the country or inserted in college catalogues by Henry Frieze, professor of Latin in the University of Michigan, Ann Arbor, commentator of the Æneid of Virgil; E. H. Twining,

late of the University of Missouri, at Columbia; J. H. Raymond, LL. D., president of Vassar College, Poughkeepsie, N. Y.; A. J. Quinche, University of Mississippi, at Oxford; W. G. Richardson, Central University, Richmond, Ky., and many others.

A more extended list of works bearing on the Latin or Roman method is given than in the other cases for the reason that the bibliography of this method is not so well known.

3. The method of pronunciation.

Vowels.

Long and short vowels generally differ in quantity, not quality, of sound.

ā is sounded like our *a* in *father*. It has the rich Italian sound of that letter, as indicated in the dictionaries of Worcester and Webster. The sounds we hear in *fate* and *fat* are unknown in the Latin *a*; so also is that intermediate sound of which some otherwise good speakers are guilty in saying, or trying to say, "Our Father." *ă* has the sound of *a* in *diadem*.

ē is French *è*, which Surenne properly represents as our *e* in *met*, very slightly prolonged. *ĕ* is same in quality, differing only in quantity. It is French *é*, or *e* in *met*, still more prolonged than *è* in *très*. Thus, *fête*, as rapidly enunciated among the Parisians, is represented in the works of English lexicographers by *fate*. This is certainly a convenient approximate sound.

ī as *i* in machine; *ĭ* as *i* in *purity*. See *site* in Webster's Unabridged Dictionary.

ō as *o* in *no*. For *ŏ* Roby gives *dot, not, ŏmit*.

ū like *oo* in *moon*; *ŭ* short like *u* in *full*.

y intermediate between *i* and *u*. It is French *u* or German *ü* (Müller is nearer Miller than Muller). For convenience' sake, then, rank *y* with *i*.

A short vowel rendered long by position, as, for instance, *e* in *est* and *esse*, is still pronounced short.

Great care should be taken as to final short syllables; *e. g., essĕ, amatŭr, amatŭs*. Distinguish *fructŭs* and *fructūs*.

Diphthongs.

In all these, each element is heard. Let the combination be rapid.

ae or *ai* like *ay* (yes). In rapid utterance, it is nearly our personal pronoun of the first person. *i* is a compound sound made up of *ah* and *ee*. See Walker's Dictionary.

au like *ow* in *now*. The analysis is *ah-oo*. The rapid combination is *ow* in *now*.

ei as in *vein*, slightly drawled, and not like the English *i* in *time*.

eu as *eh-oo*; many give the sound of *eu* in *feud*.

oe or *oi* like *oi* in *oil*.

ui like French *oui*; very nearly our pronoun *we*.

The American Philological Association recommends the use of the Italian sounds of the vowels and diphthongs.

Consonants.

d, f, h, k, l, n, p, t, as in English. So *b* like English *b*, except that *bs* = *ps*. Thus, *urbs, oorps*.

c always hard, like English *k*. See Bullions's Latin Grammar, § 17, 4, note.

g always hard, as in *give*.

j like *j* in *hallelujah*; *i. e.*, like *y* in *yet*.

m at the end of words appears to have been scarcely audible.—(Roby.)

nc is like *nyk*; as *ancŏra*, like *anchor*.

ng like *ngg*; as *frango*, like *anger*.

qu as in *queen* (Roby). But the combination *quu* was odious to the Roman eye and ear. For *quum* always write *cum*. Even *equus* and *loquuntur* may be barely tolerated, and were usually written *equos* or *ecus* and *locuntur*.

r always trilled, as in French.

s always hissing, as in *this*; never like *z*. Thus, *nos, pes, trans*. Every English compound with *trans* should have the hissing sound. See the English dictionaries, Worcester, Webster, Smart.

ti with the pure sound of *t* always preserved. Thus, *natio, nah-te-o*, and not *nā-she-o* or *nah-she-o*. So Bullions's Latin Grammar, § 17, 4.

v is English *w*, or French *ou* in *oui*.

x is *ks*, never *gz*.

z occurs only in words of Greek origin, and is pronounced like *ζ*. Dr. Georg Curtius, in the Elucidations of his Greek Grammar (translated by Evelyn Abbott, John Murray, London, pp. 233, 12mo, §2), says: "*Z*, therefore, which is shown by prosody to be a double consonant, must certainly be pronounced as *dz*, that is, *d* with a soft *s*."

ps preserves the sound of both its elements, as in *psallo*.

ph, th, ch, Roby maintains, are not pronounced as in either English or in German, but as $p + h$, $t + h$, $c + h$, or the ordinary *p, t, c*, immediately followed by a rough breathing. So Curtius as to the Greek; see Elucidations, p. 7. Those who would be annoyed by so much that is foreign to the English will take comfort in Hadley's statement; see Grammar, § 17. "The letters ϕ, θ, χ, seem to have had at first the sounds of *ph, th, ch*, in English u*ph*ill, ho*th*ouse, block*h*ead. But afterward they came to sound as in English gra*ph*ic, pa*th*os, and German ma*ch*en, the last being a rough palatal sound, no longer heard in English." Many orthoepists set down *ch* as practically *k*.

II. THE CONTINENTAL METHOD.

This scheme is too familiar to require any extended observations. It is set forth in detail in the Latin Grammar of the Rev. Peter Bullions, D. D., professor of languages in the Albany Academy. Sheldon & Co. New York. 344 pp. 12mo. $1.50.

1866.

So also in Bullions's, revised by Prof. C. D. Morris. Sheldon & Co. New York. 390 pp. 12mo. $1.50.

1874.

In the Latin Grammar of Dr. Harkness the Continental method is dismissed (p. 7) with this remark: "The Continental method as adopted in this country is almost identical with the Roman, except in the pronunciation of the consonants, in which it more nearly coincides with the English."

III. THE ENGLISH METHOD.

This method, which very generally prevails in England and in New England, is still more familiarly known than the Continental. No attention is paid to quantity, except in determining the place of the accent. The bibliography of this method is too well known to require mention here.

ACCENT.

Accent is the elevation of the voice, with which one syllable of a word is pronounced, in comparison with the more subdued tone with which the other syllables are pronounced. Monosyllables always have the accent. Dissyllables have the accent on the penultimate syllable, unless they are enclitic. Words of more than two syllables have the accent on the antepenultimate if the penultimate syllable is short, on the penultimate if it is long. The Romans distinguish between an acute and a circumflex accent. The circumflex stands only on monosyllables which have long vowels, and in words of more than one syllable on the penultimate, if that have a long vowel and the final syllable have a short vowel. All compound words, whether their parts can or cannot be used as separate words, are accented according to the regular rules. A few words called enclitics, always appended to other words, caused, according to the Roman grammarians, the accent to fall on the last syllable of the word to which they were attached. Prepositions and adverbs used as prepositions were regarded as closely attached to the word which they precede and belong to. In inscriptions they are frequently written as one word with their nouns. The Roman grammarians considered them to have no accent when thus preceding their noun, or a word (*e. g.*, adjective or genitive case) dependent on it. But if they follow their noun, they are said to retain their own accent.—(Roby, book 1, chapter xiii, pp. 98, 99.)

CENTRAL UNIVERSITY, *Richmond, Ky., October*, 1876.

As bearing upon the present situation of the controversy respecting Latin pronunciation, as well as on account of the weight properly attaching to the views therein expressed, the following correspondence is added from a paper read before the Massachusetts Association of Classical and High School Teachers, and printed in a recent number of the New-England Journal of Education. The writer, E. R. Humphreys, LL. D., formerly of Cambridge University, England, and author of several classical text books, is engaged at Boston in fitting students for the English and American universities. He addressed letters of inquiry to various classical teachers as to the methods of pronunciation used by them; below will be found that correspondence, which will show what the present usage abroad is, together with some remarks by Dr. Humphreys himself as to the desirability of the changes which have been suggested.

[From Rev. Mandell Creighton, A. M., recently for several years Dean and Tutor of Merton College, Oxford; now Vicar of Embleton, England.]

I may at once say that the new system of the pronunciation of Latin does not prevail at all at Oxford, *i. e.*, is in no way publicly recognized, nor is it used by many, if indeed by any, of the tutors. It has, I believe, made more way at Cambridge. One or two of the public schools have taken it up, but, as a rule, the old system prevails unchanged.

The opinions of the professors are merely their personal opinions, without any official validity. So far as the new system prevails anywhere in England, it prevails merely from the conviction of the individual teacher, who adopts it himself, and so encourages or trains his pupils to adopt it also.

Really there are two distinct currents of opinion, one in favor of a continental pronunciation, instead of an insular one; another in favor of reproducing the Latin pronunciation, according to Corssen's rules.

Of those who have changed the old pronunciation, some wish only to do the first, others, the second of these things. Consequently, even amongst those who have changed, there is a great divergence of opinion; but the great mass of teachers have not changed at all.

[From Rev. Edward Palmer, A. M., Professor of Latin Literature in the University of Oxford.]

Any person into whose hands the "Syllabus of Latin Pronunciation" may come will read in it that it is not a university document; that it was drawn up by Professor Munro and myself at the request of head-masters of schools, a request which was originally formulated at their conference in 1871, and repeated at their conference in 1872.

It may interest your correspondent to know that when the syllabus, which was drawn up in pursuance of this request, was formally presented to the conference of head-masters — I think in 1874, but I have not anything at hand to fix the date — it seemed as if their zeal had cooled. A resolution was passed that "it was not expedient to take any measures for introducing a reformed pronunciation until the action of the universities in the matter shall be ascertained."

In several public schools partial reforms, which were more or less in harmony with the syllabus, had been attempted before it was issued. I think I am right in saying that these were among the number: Christ's Hospital, Liverpool College, Marlborough, and Rugby; but I never heard that in these schools the said attempts at reform had been afterwards systematized on the plan of the syllabus, or that the pronunciation recommended in it had been introduced into other schools in which no such reform had been before attempted. I regarded the resolution of the head-masters in 1874 as an intimation that they did not intend to proceed further in the matter.

As regards the University of Oxford a new pronunciation of Latin is (so far as I know) a mere εὐχή of a few visionaries like myself. University sanction for such a change was, of course, out of the question. I am not aware that individual professors, tutors, or lecturers venture upon it in dealing with their classes, nor have I heard that Cambridge has been more enterprising. I regard our syllabus as having fallen still-born.

That it, or something better, may come to life some day, as the same causes continue to make themselves felt which prompted the original request of the head-masters, must be hoped for.

Every scholar who deals ever so modestly with comparative philology feels it impossible to explain points of phonetics while he anglicizes in his pronunciation of Latin. Boys from different English and Scotch schools trouble our lectures with discordant utterances, and French, Germans, and Italians fail to perceive that we are speaking Latin at all when we attempt to converse with them in that language.

[From Rev. John E. B. Mayor, M. A., Professor of Latin in the University of Cambridge, England.]

There is, I think, no great difference of opinion here in regard to the principles of Latin pronunciation; even the *w* sound of *v* is secure from ridicule.

Nor do I think that any one who deviates from the traditional routine at all would advocate the pronunciation of *us, ur*, in cantŭs, amatŭr, as in the English "us," "hurt," but rather as *ŏŏs, ŏŏr*.

In practice there is great diversity. Many schools adopt the new pronunciation in the higher forms only, which seems like beginning at the wrong end, *docendo dediscenda*.

However, the result is that the proportion of those who are familiar with the new pronunciation on entering the university is continually increasing.

The old "mumpsimus," both in respect to orthography and pronunciation, is doomed, and no longer ventures to put in a plea in arrest of execution.

If American scholars accept the reform, we may hope that in the next generation all English-speaking Latinists will be intelligible to their colleagues all the world over.

[From Rev. T. W. Jex-Blake, D. D., Head Master of Rugby School, England.]

I think "reformed Latin pronunciation" is mere waste of time, and, if done on a fictitious professor-made plan, absurd. The only reasonable reform would be to take the existing Italian pronunciation, where you have a living natural guide.

But cui bono "reform?" Not for any practical end, for any intelligent man, who is driven to use Latin as a medium of conversation with continental scholars, can adopt their pronunciation in five minutes.

I have had to talk Latin with patois speaking curés in the Alps, whose French was not French and whose German was not German, and could do it at once. In Norway I was for days on a steamer with a Norwegian bishop, and all our talk was in Latin, on his method of pronunciation, and we talked for hours, and have since corresponded in Latin.

Leave pronunciation as it is would be my advice, and spend your time in clearer teaching of the idioms and syntax of the flexible, terse old language, and in a higher treatment of its literary wealth.

The "curiosa felicitas" of Horace does not depend on pronunciation, and Virgil will not become "numerosior" when you have made *au*=*ou*.

[From Most Rev. Gustavus Conrado, Rettore di Propaganda, Collegio Urbano, Roma.]

We pronounce here the combinations *ae* and *oe* precisely in the same way, giving them always the sound of *a* in the English word *mate*. This supposes them to be combined, as otherwise each letter receives its full sound. (For example, the word *aër*.) The combination *au* is so pronounced as to give its native value to each of the concurring vowels, but with a slight stress on the *a*. The result is a sound almost the same as that given to the *ow* in the English word *how*. The letter *j* has always the sound of *y* in the English word *yes*. The letter *c* is pronounced in the same way as in Italian. Before the combinations *ae* and *oe*, it retains the sound it has before *i* and *e*. Also the letter *g* is pronounced here as it is in Italian. Before the combination *oe*, which is not found in Italian, it retains the softer sound, which it has before *e* and *i*. The letter *v* is pronounced invariably as it is in Italian. The words, then, which you mentioned as examples (vincit, Cicero, gingiva,) are pronounced, as far as the letters agree, like the Italian words *vincita*, *Cicerone*, and *gengiva*.

[From Pietro Blaurna, Rettore della R. Università di Roma.]

As I see by your letter there is no need of giving you information as to the way, in general, Latin and Greek are pronounced, I limit my explanation to the way in which we pronounce Latin in our Italian schools, and particularly the letters and combinations alluded to in your letter.

Generally, the Italian pronunciation holds good also for Latin; *æ* and *œ* are pronounced as *a* in *fate; au* as in German, *c* in *Cicero* and *vincit*, as the English *ch* in *choose; g* as in *gentleman, German*.

[Remarks by Dr. Humphreys.]

It is not necessary for me to say anything in reference to these letters, except that all the others from England confirm the statements of the Rev. Mandell Creighton, while those from other European countries show that, while all are at one, or nearly so, in the pronunciation of the vowels, each nation otherwise makes the Latin give way to the rules of its own language.

I believe that in most points the theory of Latin pronunciation associated with the name of Corssen in Germany and Roby in England — most emphatically excepting, however, the weak Semitic sound of *v* as *w* — is correct. But, even if I felt bound to assent to every one of the claims made by these advocates of the so-called Roman pronunciation, I should still maintain that that theory, based to some considerable extent on the law of probabilities, is one thing, and the altering by us of the mode of pronunciation of an ancient language, which enters so largely into the structure of our own English, a mode that has prevailed for so many centuries, is another and very

different thing — a thing demanding very careful consideration. It has seemed to me, I confess, all along, that in thus too hastily undertaking to do justice to ancient Latin we run the risk of doing great injustice, great injury, to our own modern English-American language, into which the Latin has been constantly insinuating itself for the last three hundred years and more, ever in the garb of what is now termed the "old-fashioned English" pronunciation.

As regards the statement dwelt upon by Professor Mayor—of whom I would speak with the utmost respect, as well as friendship—that the reform, if carried out thoroughly in England and America, will render "English speaking Latinists intelligible all the world over," I must emphatically dissent. Certainly, if all American colleges and schools shall be induced to adopt it, the remark will apply to their alumni, who will be able to understand one another when speaking or reading Latin, but at the same time a strong dividing bar will be thereby placed between them and the communion of scholarship with their fathers and all the old school Latinists of the country, many of whom have attained a solid fame which the rising generation may be proud to emulate, but can hardly hope to surpass.

But in Great Britain, as appears from this correspondence, there is no probability of the adoption of the new system to any material extent for a very long period of time, if ever. And, in regard to the other countries of Europe, except perhaps some few of the German universities, I do not hesitate a moment to say, that the Latin scholars of those countries would find it more difficult to understand an American or English Latinist speaking by this "reformed" rule, than ever they found it to be, even when listening to the old-fashioned English pronunciation. Italian scholars, especially, would deem this new method no less harsh than unintelligible.

The most serious point, however, to my mind, is the confusion and injury which, as it seems to me, the sweeping change proposed is likely to produce in the pronunciation, and consequently in the intelligent study, of our own language, which surely deserves our first care and consideration. The study of the etymology of English I have always found to be a powerful and attractive means of winning and leading on young minds and hearts, previously averse to learning, to an earnest study, first of their own language, and then of others which enter into its formation, and especially the Latin. Hitherto, it has not been difficult to make clear to young and even dull children the close relationship of English and Latin in a vast number of words; but, if the hard pronunciation of *c* and *g*, and some of the other "reforms" be once generally accepted, the likeness and connection will only be patent to advanced Latin scholars. It seems not unlikely, also, that a reflex influence will be exerted by our Latinists of the new school, which, beginning with classical proper names, shall gradually substitute hard for soft sounds in the words of common conversation.

For more than twenty years, it has seemed to me that the most desirable and feasible change would be to adopt the continental pronunciation of the vowels — referred to by my friend the Rev. Mandell Creighton, and explained concisely in the letters of the presidents of the Roman University and the College of the Propaganda at Rome — a pronunciation entirely endorsed by the two authors of the syllabus, to which so much weight has been attached in this country, although one of them acknowledges that "it has fallen still-born in England." That amount of change would greatly facilitate the study of modern languages by our youth, and I do not hesitate to assert would tend, far more than the resurrected "Roman" system, to render "English speaking Latinists intelligible all the world over."

The authors of that syllabus are men whose scholarship entitles their opinions to great respect, and I cordially indorse their advice of "giving careful attention to quantity in all Latin pronunciation." In this country, hitherto, both in Greek and Latin, a doubtful system of accentuation has been largely allowed to supersede or override the laws of quantity, about which there is little or no doubt, and I think it will be allowed by all that the effect upon the rhythmical reading of Latin and Greek poetry has been most injurious. Attend faithfully to quantity, and there will be comparatively little difficulty in either Greek or Latin pronunciation.

The appended tables indicate the usage in pronouncing Latin in the 237 universities and colleges and the 87 college preparatory schools named, as reported by them to the United States Bureau of Education.

It should be remarked that many colleges which are here classified as using the English or the Continental pronunciation also employ the Latin in teaching archaic forms or for philological purposes.

Of the universities and colleges 72 use the Latin or Roman method, 75 the Continental, and 90 the English.

Of the preparatory schools 25 use the Latin, 28 the Continental, and 34 the English.

Universities and colleges.

Name.	Place.
I. LATIN OR ROMAN.	
Howard College	Marion, Ala.
St. John's College of Arkansas	Little Rock, Ark.
University of California	Oakland, Cal.
Columbian University	Washington, D. C.
University of Georgia	Athens, Ga.
Abingdon College	Abingdon, Ill.
Illinois Wesleyan University	Bloomington, Ill.
Monmouth College	Monmouth, Ill.
North Western College	Naperville, Ill.
Indiana University	Bloomington, Ind.
Indiana Asbury University	Greencastle, Ind.
North Western Christian University	Irvington, Ind.
Moore's Hill College	Moore's Hill, Ind.
Ridgeville College	Ridgeville, Ind.
Upper Iowa University	Fayette, Iowa.
Humboldt College	Humboldt, Iowa.
Cornell College	Mt. Vernon, Iowa.
Oskaloosa College	Oskaloosa, Iowa.
University of Kansas	Lawrence, Kans.
Centre College	Danville, Ky.
Kentucky Military Institute	Farmdale, Ky.
Kentucky University	Lexington, Ky.
Kentucky Wesleyan University	Millersburg, Ky.
Central University	Richmond, Ky.
Bethel College	Russellville, Ky.
Louisiana State University	Baton Rouge, La.
Western Maryland College	Westminster, Md.
Boston University, College of Liberal Arts	Boston, Mass.
University of Michigan	Ann Arbor, Mich.
Kalamazoo College	Kalamazoo, Mich.
University of Mississippi	Oxford, Miss.
University of the State of Missouri	Columbia, Mo.
Central College	Fayette, Mo.
Rutgers College	New Brunswick, N. J.
College of New Jersey	Princeton, N. J.
Cornell University	Ithaca, N. Y.
Columbia College	New York, N. Y.
University of the City of New York	New York, N. Y.
University of Rochester	Rochester, N. Y.
Union College	Schenectady, N. Y.
Trinity College	Trinity, N. C.
Wake Forest College	Wake Forest, N. C.
Ohio University	Athens, Ohio.
Baldwin University	Berea, Ohio.
University of Cincinnati	Cincinnati, Ohio.
Ohio Wesleyan University	Delaware, Ohio.
Hiram College	Hiram, Ohio.
Willoughby College	Willoughby, Ohio.
Wilmington College	Wilmington, Ohio.
Antioch College	Yellow Springs, Ohio.
Corvallis College	Corvallis, Oreg.
Pacific University and Tualatin Academy	Forest Grove, Oreg.
Pennsylvania Military Academy	Chester, Pa.
Haverford College	Haverford, Pa.
University at Lewisburg	Lewisburg, Pa.
Mercersburg College	Mercersburg, Pa.
Westminster College	New Wilmington, Pa.
Swarthmore College	Swarthmore, Pa.
Newberry College	Walhalla, S. C.
South Western Presbyterian University	Clarksville, Tenn.
University of Deseret	Salt Lake City, Utah.
Middlebury College	Middlebury, Vt.

Universities and colleges — Continued.

Name.	Place.
I. LATIN OR ROMAN — Continued.	
Randolph Macon College	Ashland, Va.
Emory and Henry College	Emory, Va.
Hampden Sidney College	Hampden Sidney, Va.
Washington and Lee University	Lexington, Va.
University of Virginia	University of Virginia, Va.
College of William and Mary	Williamsburg, Va.
Bethany College	Bethany, W. Va.
Galesville University	Galesville, Wis.
University of Wisconsin	Madison, Wis.
Racine College	Racine, Wis.
II. CONTINENTAL.	
Missionary College of St. Augustine	Benicia, Cal.
St. Vincent's College	Los Angeles, Cal.
St. Mary's College	San Francisco, Cal.
Santa Clara College	Santa Clara, Cal.
Colorado College	Colorado Springs, Colo.
Georgetown College	Georgetown, D. C.
Howard University	Washington, D. C.
Bowdon College	Bowdon, Ga.
St. Ignatius College	Chicago, Ill.
University of Chicago	Chicago, Ill.
Eureka College	Eureka, Ill.
Wartburg Seminary	Mendota, Ill.
St. Joseph's College	Teutopolis, Ill.
Bedford College	Bedford, Ind.
Concordia College	Fort Wayne, Ind.
Hanover College	Hanover, Ind.
Union Christian College	Merom, Ind.
University of Notre Dame Du Lac	Notre Dame, Ind.
St. Meinrad's College	St. Meinrad, Ind.
St. Bonaventure's College	Terre Haute, Ind.
Norwegian Luther College	Decorah, Iowa.
Iowa Wesleyan University	Mt. Pleasant, Iowa.
Western College	Western College, Iowa.
Eminence College	Eminence, Ky.
St. Mary's College	St. Mary's, Ky.
St. Charles College	Grand Coteau, La.
Jefferson College, (St. Mary's)	St. James, La.
Bates College	Lewiston, Me.
Albion College	Albion, Mich.
Hope College	Holland City, Mich.
Shaw University	Holly Springs, Miss.
Christian University	Canton, Mo.
St. Vincent's College	Cape Girardeau, Mo.
Lincoln College	Greenwood, Mo.
Christian Brothers' College	St. Louis, Mo.
St. Louis University	St. Louis, Mo.
University of Nebraska	Lincoln, Nebr.
St. Bonaventure's College	Allegany, N. Y.
Wells College	Aurora, N. Y.
St. Joseph's College	Buffalo, N. Y.
Hobart College	Geneva, N. Y.
Vassar College	Poughkeepsie, N. Y.
Rutherford College	Happy Home, N. C.
North Carolina College	Mt. Pleasant, N. C.
Mt. St. Mary's Seminary of the West	Cincinnati, Ohio.
Ohio Central College	Iberia, Ohio.
Mt. Union College	Mt. Union, Ohio.
Franklin College	New Athens, Ohio.
New Market College	New Market, Ohio.

Universities and colleges—Continued.

Name.	Place.
II. CONTINENTAL—Continued.	
Richmond College	Richmond, Ohio.
Heidelberg College	Tiffin, Ohio.
Urbana University	Urbana, Ohio.
Geneva College	West Geneva, Ohio.
University of Wooster	Wooster, Ohio.
Xenia College	Xenia, Ohio.
Willamette University	Salem, Oreg.
Lincoln University	Chester County, Pa.
Franklin and Marshall College	Lancaster, Pa.
St. Vincent's College	Near Latrobe, Pa.
Allegheny College	Meadville, Pa.
Furman University	Greenville, S. C.
East Tennessee Wesleyan University	Athens, Tenn.
Beech Grove College	Beech Grove, Tenn.
Christian Brothers' College	Memphis, Tenn.
Mosheim Male and Female Institute	Mosheim, Tenn.
Central Tennessee College	Nashville, Tenn.
Texas Military Institute	Austin, Tex.
University of St. Mary	Galveston, Tex.
Austin College	Huntsville, Tex.
Marvin College	Waxahachie, Tex.
Roanoke College	Salem, Va.
West Virginia College	Flemington, W. Va.
West Virginia University	Morgantown, W. Va.
St. John's College	Prairie du Chien, Wis.
Northwestern University	Watertown, Wis.
III. ENGLISH.	
Cane Hill College	Boonsboro', Ark.
University of the Pacific	Santa Clara, Cal.
Pacific Methodist College	Santa Rosa, Cal.
California College	Vacaville, Cal.
Trinity College	Hartford, Conn.
Wesleyan University	Middletown, Conn.
Delaware College	Newark, Del.
Atlanta University	Atlanta, Ga.
Blackburn University	Carlinville, Ill.
Carthage College	Carthage, Ill.
Northwestern University	Evanston, Ill.
Knox College	Galesburg, Ill.
Lombard University	Galesburg, Ill.
Illinois College	Jacksonville, Ill.
Lincoln University	Lincoln, Ill.
Shurtleff College	Upper Alton, Ill.
Westfield College	Westfield, Ill.
Wheaton College	Wheaton, Ill.
Wabash College	Crawfordsville, Ind.
Fort Wayne College	Fort Wayne, Ind.
Franklin College	Franklin, Ind.
Hartsville University	Hartsville, Ind.
Smithson College	Logansport, Ind.
Earlham College	Richmond, Ind.
University of Des Moines	Des Moines, Iowa.
Iowa College	Grinnell, Iowa.
Simpson Centenary College	Indianola, Iowa.
Iowa State University	Iowa City, Iowa.
Penn College	Oskaloosa, Iowa.
Central University of Iowa	Pella, Iowa.
Tabor College	Tabor, Iowa.
Lane University	Lecompton, Kansas.

Universities and colleges—Continued.

Name.	Place.
III. ENGLISH—Continued.	
Georgetown College	Georgetown, Ky.
Concord College	New Liberty, Ky.
Leland University	New Orleans, La.
New Orleans University	New Orleans, La.
Straight University	New Orleans, La.
Bowdoin College	Brunswick, Me.
Colby University	Waterville, Me.
Washington College	Chestertown, Md.
Amherst College	Amherst, Mass.
Tufts College	College Hill, Mass.
Williams College	Williamstown, Mass.
Adrian College	Adrian, Mich.
Olivet College	Olivet, Mich.
University of Minnesota	Minneapolis, Minn.
Carleton College	Northfield, Minn.
Westminster College	Fulton, Mo.
Hannibal College	Hannibal, Mo.
Thayer College	Kidder, Mo.
Washington University	St. Louis, Mo.
Drury College	Springfield, Mo.
Doane College	Crete, Nebr.
Dartmouth College	Hanover, N. H.
St. Stephen's College	Annandale, N. Y.
Brooklyn Collegiate and Polytechnic Institute	Brooklyn, N. Y.
St. Lawrence University	Canton, N. Y.
Elmira Female College	Elmira, N. Y.
Madison University	Hamilton, N. Y.
Ingham University	Le Roy, N. Y.
Syracuse University	Syracuse, N. Y.
Kenyon College	Gambier, Ohio.
Denison University	Granville, Ohio.
Western Reserve College	Hudson, Ohio.
Marietta College	Marietta, Ohio.
Oberlin College	Oberlin, Ohio.
Otterbein University	Westerville, Ohio.
Philomath College	Philomath, Oreg.
Muhlenburg College	Allentown, Pa.
Lebanon Valley College	Annville, Pa.
Lafayette College	Easton, Pa.
Pennsylvania College	Gettysburg, Pa.
Western University of Pennsylvania	Pittsburg, Pa.
College of Charleston	Charleston, S. C.
University of South Carolina	Columbia, S. C.
Wofford College	Spartanburg, S. C.
East Tennessee University	Knoxville, Tenn.
Cumberland University	Lebanon, Tenn.
Maryville College	Maryville, Tenn.
University of the South	Sewanee, Tenn.
Southwestern University	Georgetown, Tex.
Henderson Male and Female College	Henderson, Tex.
Baylor University	Independence, Tex.
Waco University	Waco, Tex.
University of Vermont and State Agricultural College	Burlington, Vt.
Norwich University	Northfield, Vt.
Lawrence University	Appleton, Wis.
Beloit College	Beloit, Wis.
Milton College	Milton, Wis.
Ripon College	Ripon, Wis.

Preparatory schools.

Name.	Place.
I. LATIN OR ROMAN.	
Oakland High School	Oakland, Cal.
Franciscan College	Santa Barbara, Cal.
Friends' Elementary and High School	Baltimore, Md.
Chauncy Hall School	Boston, Mass.
Private Classical School, (J. P. Hopkinson)	Boston, Mass.
Public Latin School	Boston, Mass.
Day and Family School for young men, (Joshua Kendall)	Cambridge, Mass.
High School	Cambridge, Mass.
High School	Concord, Mass.
Williston Seminary	East Hampton, Mass.
Mr. Knapp's Home School for Boys	Plymouth, Mass.
St. Paul's School	Concord, N. H.
Stevens High School	Hoboken, N. J.
Claverack Academy and Hudson River Institute	Claverack, N. Y.
Colgate Academy	Hamilton, N. Y.
Cook Academy	Havana, N. Y.
Ithaca High School	Ithaca, N. Y.
Mr. Kinne's School	Ithaca, N. Y.
Kingston Academy	Kingston, N. Y.
Park Institute	Rye, N. Y.
Union Classical Institute	Schenectady, N. Y.
De Veaux College	Suspension Bridge, N. Y.
Rev. M. R. Hooper's Academy for Boys	Yonkers, N. Y.
The Brooks School	Cleveland, Ohio.
Milwaukee Academy	Milwaukee, Wis.
II. CONTINENTAL.	
Oak Mound School for Boys	Napa, Cal.
California Military Academy	Oakland, Cal.
Jarvis Hall	Golden, Colo.
Hopkins Grammar School	New Haven, Conn.
Norwich Free Academy	Norwich, Conn.
Allen's Academy	Chicago, Ill.
Preparatory department of Griswold College	Davenport, Iowa.
English and Classical School for Boys, (Wm. N. Eayrs, A. B.)	Boston, Mass.
Greylock Institute	South Williamstown, Mass.
West Newton English and Classical School	West Newton, Mass.
Austin Academy	Centre Strafford, N. H.
Princeton College Preparatory School	Princeton, N. J.
Charlier Institute	New York, N. Y.
Columbia Grammar School	New York, N. Y.
Dabney University School	New York, N. Y.
Preparatory Scientific School, (Alfred Colin, M. E.)	New York, N. Y.
University Grammar School	New York, N. Y.
St. John's School	Sing Sing, N. Y.
Chickering Institute	Cincinnati, Ohio.
Milnor Hall, (Kenyon College Grammar School)	Gambier, Ohio.
Germantown Preparatory School	Germantown, Pa.
Cumberland Valley Institute	Mechanicsburg, Pa.
Fewsmith's Classical and Mathematical School	Philadelphia, Pa.
Collegiate Institute	York, Pa.
Kenmore University High School	Amherst C. H., Va
Bellevue High School	Bellevue, Va.
Norwood High School	Norwood, Va.
Hanover Academy	Taylorsville, Va.
III. ENGLISH.	
Talladega College	Talladega, Ala.
Hartford Public High School	Hartford, Conn.
Connecticut Literary Institution	Suffield, Conn.
Woodstock Academy	Woodstock, Conn.

Preparatory schools—Continued.

Name.	Place.
III. ENGLISH—Continued.	
South Georgia Male Institute	Dawson, Ga.
Burlington Collegiate Institute	Burlington, Iowa.
Edward Little High School	Auburn, Me.
Nichols Latin School	Lewiston, Me.
Maine Central Institute	Pittsfield, Me.
Franklin Family School	Topsham, Me.
Waterville Classical Institute	Waterville, Me.
Lebanon Academy	West Lebanon, Me.
Rockville Academy	Rockville, Md.
Phillips Academy	Andover, Mass.
Private Classical School, (G. W. C. Noble, A. M.)	Boston, Mass.
Monson Academy	Monson, Mass.
Worcester Academy	Worcester, Mass.
Phillips Exeter Academy	Exeter, N. H.
Kimball Union Academy	Meriden, N. H.
New London Literary and Scientific Institution	New London, N. H.
Peddie Institute	Hightstown, N. J.
Cazenovia Seminary	Cazenovia, N. Y.
Fort Edward Collegiate Institute	Fort Edward, N. Y.
Chambersburg Academy	Chambersburg, Pa.
Easton Classical and Mathematical School	Easton, Pa.
Wyoming Seminary	Kingston, Pa.
Select High School, (George Eastburn, M. A.)	Philadelphia, Pa.
Rogers High School	Newport, R. I.
Lapham Institute	North Scituate, R. I.
English and Classical School, (William A. Mowry, A. M., and Charles B. Goff, A. M.)	Providence, R. I.
University Grammar School	Providence, R. I.
Claflin University	Orangeburg C. H., S. C.
Burr and Burton Seminary	Manchester, Vt.
Wayland University	Beaver Dam, Wis.

SUMMARY.

	Colleges.	Preparatory schools.
NEW ENGLAND STATES.		
English	10	21
Continental	1	6
Latin or Roman	2	9
MIDDLE STATES.		
English	13	7
Continental	9	11
Latin or Roman	13	11
SOUTHERN STATES.		
English	19	4
Continental	23	4
Latin or Roman	24	1
WESTERN STATES.		
English	44	2
Continental	37	5
Latin or Roman	29	2
PACIFIC STATES.		
English	4	
Continental	5	2
Latin or Roman	4	2

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	1875–'76	Oct. 1	Sept. 30	5–21	405,226
2	Arkansas	1875–'76	July 1	June 30	6–21	*a*189,130
3	California	1875–'76	July 1	June 30	5–17	184,787
4	Colorado	1875–'76	Sept. 1	Aug. 31	6–21	21,962
5	Connecticut	1875–'76	Sept. 1	Aug. 31	4–16	135,189
6	Delaware	1875–'76	.....	Apr. 1	5–21	.....
7	Florida	1875–'76	Oct. 1	Sept. 30	4–21	*c*74,828
8	Georgia	1876	Jan. 1	Dec. 31	6–18	394,037
9	Illinois	1875–'76	Oct. 1	Sept. 30	6–21	973,589
10	Indiana	1875–'76	Aug. 31	Aug. 31	6–21	679,230
11	Iowa	1875–'76	Sept. 16	Sept. 15	5–21	553,920
12	Kansas	1875–'76	Aug. 1	July 31	5–21	212,977
13	Kentucky	1875–'76	July 1	June 30	*d*6–20	498,744
14	Louisiana	1875–'76	Sept. 1	Aug. 31	6–21	274,688
15	Maine	1875–'76	Apr. 1	Apr. 1	4–21	218,490
16	Maryland	1875–'76	Sept. 1	June 30	5–20	276,120
17	Massachusetts	1875–'76	May 1	Apr. 30	5–15	300,834
18	Michigan	1875–'76	Sept. 6	Sept. 4	5–20	479,847
19	Minnesota	1875–'76	Oct. 1	Sept. 30	5–21	228,362
20	Mississippi	1875–'76	Sept. 1	Dec. 31*f*	5–21	355,919
21	Missouri	1875–'76	Apr. —	Apr. —	6–20	725,728
22	Nebraska	1875–'76	Apr. —	Apr. —	5–21	*a*86,191
23	Nevada	1875–'76	Sept. 1	Aug. 31	6–18	8,475
24	New Hampshire	1875–'76	Mar. —	Mar. —	4–21	74,747
25	New Jersey	1875–'76	Sept. 1	Aug. 31	5–18	314,826
26	New York	1875–'76	Oct. 1	Sept. 30	5–21	1,585,601
27	North Carolina	1873	.....	.....	6–21	348,603
28	Ohio	1875–'76	Sept. 1	Aug. 31	6–21	1,025,635
29	Oregon	1875–'76	Mar. —	Mar. —	4–20	48,473
30	Pennsylvania	1875–'76	June —	June —	6–21	*c*1,200,000
31	Rhode Island	1875–'76	May 1	Apr. 30	5–15	53,316
32	South Carolina	1875–'76	Oct. —	June 30	6–16	237,971
33	Tennessee	1875–'76	Sept. 1	Aug. 31	6–18	434,131
34	Texas	1874–'75	Sept. 1	Aug. 31	6–18	313,061
35	Vermont	1875–'76	Apr. 1	Mar. 31	5–20	92,577
36	Virginia	1875–'76	Aug. 1	July 31	5–21	482,789
37	West Virginia	1875–'76	Sept. 1	Aug. 31	6–21	184,760
38	Wisconsin	1875–'76	Sept. 1	Aug. 31	4–20	474,811
39	Arizona	1876	Jan. 1	Dec. 31	6–21	2,955
40	Dakota	1875–'76	Sept. 1	Aug. 31	5–21	10,396
41	District of Columbia	1875–'76	Sept. 1	Aug. 31	6–17	31,671
42	Idaho	1875–'76	Apr. 1	Aug. 31*e*	5–18	2,777
43	Montana	1875–'76	Sept. 1	Aug. 31	4–21	4,238
44	New Mexico	1875	Jan. 1	Dec. 31	7–18	.....
45	Utah	1875–'76	Nov. —	Nov. 6	6–16	30,900
46	Washington	1875–'76	Nov. —	Nov. —	4–20	11,000
47	Wyoming	1875	.....	.....	5–20	.....
48	Indian:					
	Cherokees	1876	Sept. —	June 30	7–21	4,041
	Creeks	1876	Sept. 1	June 30	10–18	716
	Choctaws	1876	Sept. 1	May 1	6–20	2,300
	Seminoles	1876	Sept- 1	May 31	.....	471

a Sex not reported in all cases.
b Estimated.
c In 1873.
d For colored population the school age is 6 to 16.
e Average attendance during school year.

the enrolment, attendance, duration of schools, &c.; from replies to inquiries by the United of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS			
Sex.		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.	
Male.	Female.							
7	8	9	10	11	12	13	14	
					126, 893			1
66, 376	60, 708	0			15, 890			2
93, 631	91, 156				140, 468	91, 748	83, 391	3
11, 547	10, 415	0			14, 364		8, 043	4
		*b*22, 532	0	*b*112, 657	119, 106		70, 495	5
					21, 587			6
					26, 052		16, 720	7
202, 115	191, 922	0			179, 405		115, 121	8
500, 669	472, 920	0			667, 446			9
351, 990	327, 240				516, 270		314, 168	10
284, 731	269, 189	*b*69, 334	*b*130, 112	*b*354, 424	398, 825		229, 315	11
109, 777	103, 200	30, 735	54, 740	127, 502	147, 224		89, 896	12
					228, 000	159, 000	156, 000	13
					74, 307		52, 315	14
					156, 148		102, 451	15
					146, 198	101, 461	73, 069	16
			0		305, 776		*c*218, 903	17
					344, 956	250, 000	200, 000	18
					151, 866	30, 373		19
181, 491	174, 428				166, 204	133, 964		20
374, 783	350, 945				394, 848		*b*182, 000	21
44, 908	41, 263				59, 966			22
4, 383	4, 092				5, 521		3, 832	23
		5, 160	5, 884	55, 555	66, 599		48, 857	24
157, 515	157, 311				196, 252		103, 520	25
					1, 067, 199		541, 610	26
179, 715	168, 888				146, 737		97, 830	27
527, 387	498, 248	0	261, 659	763, 976	722, 963	552, 299	447, 139	28
26, 356	22, 117				27, 426		15, 565	29
		0			902, 345		578, 718	30
26, 596	26, 720	*b*4, 995	0	*b*48, 321	*g*3, 179 39, 328	*g*2, 395 *h*30, 516	*g*1, 585 27, 021	31
122, 124	115, 847			237, 971	123, 085			32
222, 204	211, 627				194, 180		125, 908	33
					*b*184, 705		*b*125, 224	34
					71, 325			35
248, 894	233, 895	43, 889	131, 670	307, 230	199, 856	151, 574	115, 243	36
96, 049	88, 711	0			123, 504		72, 278	37
					282, 186			38
1, 491	1, 464				1, 213		900	39
					5, 410			40
14, 971	16, 700	0	2, 538	29, 133	19, 629	15, 646	14, 907	41
					2, 724			42
2, 206	2, 032				2, 734	2, 200	2, 000	43
					5, 151			44
15, 618	15, 282	0	0	30, 900	19, 886		13, 608	45
					7, 500			46
					1, 222			47
								48
2, 061	1, 980				2, 800	2, 500	1, 500	
375	341				616	575	448	
					1, 133	904	745	
282	189				157		108	

f The school year is changed, and will hereafter begin January 1 and end December 31.
g In evening schools; 45 pupils attend both day and evening schools.
h Average number belonging.
i By a change in the school law the school year ends August 31. The superintendent recommends that it be changed to end March 31.

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			80				
2	Arkansas							
3	California	2,729		143.8				
4	Colorado			100				
5	Connecticut	2,499		178.1	(*b*11,857)			
6	Delaware							
7	Florida							
8	Georgia							
9	Illinois				24,635	24,740		
10	Indiana			129				
11	Iowa			136.5				
12	Kansas	4,257	119	103.5	1,745	1,780		
13	Kentucky	5,600	200	110	(700)			
14	Louisiana			97				
15	Maine			118				
16	Maryland			182				
17	Massachusetts			176	(*b*20,289)			
18	Michigan	6,300		156	(8,008)			
19	Minnesota	3,329	*d*50	100				
20	Mississippi			100				
21	Missouri			60				
22	Nebraska	*d*2,075		95.8				
23	Nevada			142.8	(*b*931)			
24	New Hampshire	2,498		93.7			2,384	1,810
25	New Jersey			192	15,240	16,220	6,159	4,327
26	New York			176				
27	North Carolina			50				
28	Ohio	14,951		155				
29	Oregon	1,000	200	82.4	(*b*3,441)			
30	Pennsylvania			150				
31	Rhode Island	{*f*28 / 757}	104	{*f*65 / 180}	*d*1,170	*d*1,870	*d*2,260	*d*1,600
32	South Carolina			90				
33	Tennessee			71.9	(*g*31,416)			
34	Texas			78				
35	Vermont							
36	Virginia	4,538		113	*h*8,778	*h*9,855	*h*2,111	*h*2,541
37	West Virginia			95.04				
38	Wisconsin	6,144	*d*265	*i*152.5	(20,000)		(3,000)	
39	Arizona	21						
40	Dakota							
41	District of Columbia	289	12	191	2,650	3,124	607	1,311
42	Idaho							
43	Montana	83	10	100	(*b*186)			
44	New Mexico			132	(*b*1,259)			
45	Utah	310		143				
46	Washington		219	104				
47	Wyoming							
48	Indian:							
	Cherokees	83	5	200				
	Creeks	28						
	Choctaws	59		168				
	Seminoles	5	5	180				

a Sex not reported in all cases.
b In private schools of all grades.
c Not including the city of Wilmington.
d Estimated.
e Twenty-four counties not reported.

showing the enrolment, attendance, duration of schools, &c.—Continued.

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	
.....	.....	2,535	1,236	3,771	.....	($22 00)		1
.....	.....	329	96	*a*461	.....	.....	.....	2
.....	.....	1,129	1,853	2,982	2,982	$85 00	$68 15	3
.....	.....	176	225	401	.....	60 00	48 00	4
(492)		767	2,317	3,084	2,500	67 43	37 16	5
.....	.....	226	164	430	.....	(*c*30 75)		6
.....	.....	375	182	557	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	.....	.....	8
(1,276)		9,295	12,826	22,121	.....	47 96	33 30	9
.....	.....	7,852	5,559	13,411	.....	63 20	41 40	10
.....	.....	6,820	12,222	19,052	*d*19,052	47 27	28 09	11
62	140	2,402	3,174	5,576	4,737	33 66	27 03	12
(120)		4,020	1,610	5,630	6,125	.....	.....	13
.....	.....	828	787	1,615	.....	31 00	31 00	14
.....	.....	2,151	4,284	6,435	.....	35 45	17 04	15
.....	.....	1,199	1,651	2,850	2,629	41 65	41 65	16
.....	.....	1,201	7,650	8,851	.....	84 78	35 25	17
(150)		3,548	9,286	12,834	7,650	48 50	28 73	18
(410)		1,487	2,916	4,403	3,527	34 80	29 19	19
.....	.....	1,761	1,017	*e*2,778	.....	(39 87)		20
.....	.....	5,904	3,747	9,651	10,000	(30 00)		21
.....	.....	1,468	1,893	3,361	.....	37 14	32 84	22
.....	.....	36	77	113	.....	112 63	85 20	23
86	75	553	3,107	3,660	2,498	41 93	25 72	24
210	150	978	2,306	3,284	3,284	66 42	37 39	25
.....	.....	7,687	22,522	30,209	20,000	.....	.....	26
.....	.....	.....	.....	2,690	.....	30 00	25 00	27
.....	.....	10,493	12,353	22,846	15,559	60 00	36 00	28
(200)		.....	.....	619	745	45 68	33 64	29
.....	.....	8,953	11,239	20,192	.....	39 76	33 60	30
*d*100	*d*175	*f*71	*f*79	*f*150	*f*131	81 49	46 73	31
		211	869	1,080	861			
.....	.....	1,914	1,154	3,068	.....	30 40	28 86	32
(*g*1,251)		3,083	1,127	4,210	.....	32 18	32 18	33
.....	.....	.....	.....	*d*4,030	.....	(53 00)		34
.....	.....	671	3,688	4,359	2,519	37 24	22 48	35
*h*487	*h*832	2,913	1,707	4,620	5,386	34 95	30 37	36
.....	.....	2,797	896	3,693	.....	34 89	32 09	37
(800)		.....	.....	8,630	6,422	*j*43 50	*j*27 16	38
.....	.....	15	6	21	25	110 00	90 00	39
.....	.....	85	181	266	.....	.....	.....	40
.....	.....	26	281	307	307	120 00	80 00	41
.....	.....	.....	.....	.....	.....	.....	.....	42
.....	.....	64	46	110	110	75 00	50 00	43
41	40	132	15	147	.....	.....	.....	44
.....	.....	215	234	449	310	54 00	26 00	45
.....	.....	120	100	220	.....	38 00	50 00	46
.....	.....	7	16	23	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	.....	48
.....	.....	.....	.....	93	93	42 80	42 80	
.....	.....	10	18	28	28	40 00	40 00	
.....	.....	.....	.....	57	.....	26 00	26 00	
.....	.....	4	1	5	5	50 00	50 00	

f In evening schools; 19 teachers attend both day and evening schools.
g In private schools of all grades in 66 counties.
h In 1875; no private school statistics were taken in 1876.
i In the country; in 27 cities, 193 days.
j In the country; in the cities the average salaries are: of men, $105.10; of women, $37.20.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories, showing*
States Bureau

	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	$150,000	$96,414	$246,414	$70,115
2	Arkansas	179,325	162,739	342,064	2,010
3	California	1,174,963	1,249,264	2,424,227	169,250
4	Colorado	.....	235,853	235,853	.....
5	Connecticut	202,783	1,115,602	1,318,385	182,854
6	Delaware	29,285	186,940	216,225	.....
7	Florida	11,567	68,217	79,804	.....
8	Georgia	291,319	142,727	434,046	.....
9	Illinois	1,000,000	6,021,093	7,021,093	447,162
10	Indiana	1,553,164	2,693,321	4,246,485	616,164
11	Iowa	.....	4,605,540	4,605,540	268,520
12	Kansas	118,861	938,542	1,057,403	74,275
13	Kentucky	781,359	426,500	1,207,859	119,430
14	Louisiana	259,736	313,558	573,294	.....
15	Maine	224,580	657,705	882,285	21,033
16	Maryland	552,387	781,599	1,333,986	51,374
17	Massachusetts	4,400,898	1,362,038	5,762,936	152,701
18	Michigan	*a*512,889	2,261,119	2,774,008	220,396
19	Minnesota	218,855	952,939	1,171,794	210,848
20	Mississippi *b*	.....	.....	.....	.....
21	Missouri	.....	882,397	882,397	158,568
22	Nebraska	89,574	485,193	574,767	123,829
23	Nevada	44,247	115,312	159,559	.....
24	New Hampshire	465,186	71,609	536,795	56,957
25	New Jersey	1,285,462	759,304	2,044,766	70,524
26	New York	2,797,275	7,697,036	10,494,311	170,000
27	North Carolina	.....	.....	212,363	.....
28	Ohio	1,620,572	6,136,238	7,756,810	232,720
29	Oregon	122,189	57,852	180,041	31,226
30	Pennsylvania	1,000,000	8,526,547	9,526,547	.....
31	Rhode Island	71,535	568,872	640,407	20,033
32	South Carolina	202,662	146,493	349,155	.....
33	Tennessee	.....	.....	.....	150,750
34	Texas	.....	.....	244,879	.....
35	Vermont	.....	445,965	445,965	34,193
36	Virginia	426,000	663,529	1,089,529	48,596
37	West Virginia	196,798	578,966	775,764	21,844
38	Wisconsin	.....	.....	1,952,163	173,063
39	Arizona	.....	.....	31,448	.....
40	Dakota	.....	40,728	40,728	1,636
41	District of Columbia	0	201,310	201,310	0
42	Idaho	.....	17,088	17,088	.....
43	Montana	.....	45,049	45,049	.....
44	New Mexico	.....	.....	.....	.....
45	Utah	20,000	39,081	59,081	.....
46	Washington	54,557	.....	54,557	.....
47	Wyoming	.....	.....	.....	.....
48	Indian:				
	Cherokees	.....	.....	.....	72,298
	Creeks	0	0	0	10,000
	Choctaws	1,522	.....	1,522	27,500
	Seminoles	.....	.....	.....	2,500

a Apparent *decrease*.
b Included in teachers' salaries.
c Partly estimated.
d District tax required by statute.
e For sites and buildings.
f For libraries.

the income, expenditure, and permanent school fund; from replies to inquiries by the United of Education.

ANNUAL INCOME.				ANNUAL EXPENDITURE.			
				Permanent.		Current.	
Revenue from other funds.	From other sources.	Total.	Increase of permanent fund in the school year.	Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of superintendents.	
34	35	36	37	38	39	40	
$20,747		$337,276				$15,000	1
		344,074	$32,939	$10,838			2
	$138,063	2,731,540	0	440,357	$59,629	43,297	3
		235,853		67,180		5,967	4
12,563	46,763	1,560,565	*a*15,894	95,759	7,448	30,160	5
		216,225					6
	14,300	94,104		(14,639)		6,748	7
		434,046					8
	980,211	8,448,466					9
	220,679	5,083,328	71,680	700,000		50,000	10
	513,464	5,387,524		891,945	35,545	(*b*)	11
99,688	13,322	1,244,688	15,812	186,970	20,379	40,990	12
18,500	168,000	1,513,789	10,000			64,000	13
	202,715	776,009		7,334		24,000	14
133,965	50,162	1,090,445		164,399		30,866	15
0	245,130	1,633,490	0	230,462		*c*28,300	16
124,751	65,145	6,105,536	1,627			59,936	17
	1,073,397	4,067,801	2,555	*e*451,426	*f*22,870		18
		*g*1,982,642	200,000			13,650	19
		441,422					20
311,552	420,947	*i*1,773,464					21
	166,678	865,274		*j*247,513		22,638	22
	35,976	195,535	24,500	48,542	320		23
	21,241	614,993	1,500	142,589			24
	39,125	2,154,415	30,937	407,768	2,175	36,950	25
165,000	530,850	11,360,161	25,000	1,780,143	221,240	120,362	26
63,301	133,130	408,794		25,100			27
	615,604	8,605,134		1,395,212		144,513	28
	28,850	240,117		20,336		6,605	29
		9,526,547		1,735,149		85,725	30
*k*10,341	63,335	734,116		206,588	2,075	11,788	31
3,850	104,254	457,259		15,121	5,545		32
		838,735		41,893	5,121	19,342	33
		244,879		60,081		9,233	34
		480,158					35
	77,200	1,215,325		83,013	1,008	46,800	36
0	63,036	860,644	15,167	123,211	3,478	14,096	37
	202,468	2,327,694	1,558	291,901	17,481	*l*64,500	38
		31,448				1,050	39
	9,644	52,008					40
0	22,062	223,372	0	56,785	0	9,925	41
	19,126	36,214					42
	1,223	46,272		10,647	500	2,700	43
		25,473					44
	70,716	129,797	5,000	39,081		4,500	45
		54,557	1,000			800	46
							47
							48
		72,298		9,959		2,500	
3,000	0	13,000	0				
		29,022					
1,590		4,000				250	

g Includes the whole of a "one-mill tax," part of which had not been collected.
h Twenty-four counties are not reported.
i A number of counties not reported; total income should be over $2,000,000.
j For buildings, repairs, and debts on same.
k From individuals, corporations, and other funds.
l Estimated.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories,*

	States and Territories.	ANNUAL EXPENDITURE.			
		Current.			
		Salaries of teachers.	Miscellaneous or contingent, (includes fuel, light, rent, repairs, &c.)	Total.	Per capita of the school population.
	1	41	42	43	44
1	Alabama	$316,076	$6,200	$337,276	$0 57
2	Arkansas	73,166	2,567	*b*119,403	63
3	California	1,976,155	370,781	2,890 219	13 21
4	Colorado	131,378	28,773	233,298	7 93
5	Connecticut	1,085,290	310,524	1,529,181	10 60
6	Delaware	114,027	102,198	216,225	.....
7	Florida	74,628	5,707	101,722	.....
8	Georgia	.....	.....	.....	1 10
9	Illinois	4,945,194	3,223,345	8,168,539	.....
10	Indiana	3,093,559	1,077,526	4,921,085	6 29
11	Iowa	2,784,099	576,993	4,388,582	6 06
12	Kansas	743,578	206,520	1,198,437	5 69
13	Kentucky	1,400,000	27,000	1,491,000	1 90
14	Louisiana	*d*539,018	*e*205,657	776,009	2 41
15	Maine	897,056	156,441	1,248,762	5 00
16	Maryland	1,045,864	318,723	1,623,349	5 09
17	Massachusetts	.....	.....	6,105,536	24 48
18	Michigan	2,926,725	957,484	3,458,505	7 47
19	Minnesota	821,072	696,161	1,530,883	.....
20	Mississippi	.....	.....	417,760	.....
21	Missouri	.....	.....	2,374,960	.....
22	Nebraska	426,921	222,272	919,344	.....
23	Nevada	101,016	12,882	162,760	.....
24	New Hampshire	450,440	66,991	660,020	6 50
25	New Jersey	1,511,701	195,821	2,154,415	5 47
26	New York	7,965,804	1,471,739	11,559,288	6 12
27	North Carolina	158,129	8,445	191,674	.....
28	Ohio	4,936,824	1,986,208	8,462,757	8 30
29	Oregon	181,902	31,725	240,568	4 62
30	Pennsylvania	4,856,889	2,471,830	9,149,653	.....
31	Rhode Island	*f*422,310	*f*66,705	*f*709,466	9 49
32	South Carolina	377,920	25,286	423,872	.....
33	Tennessee	558,518	47,595	*g*698,220	.....
34	Texas	630,334	26,588	726,236	.....
35	Vermont	.....	.....	.....	.....
36	Virginia	783,025	155,833	1,069,679	2 05
37	West Virginia	531,745	120,942	793,272	.....
38	Wisconsin	1,462,326	290,433	2,126,641	4 48
39	Arizona	10,039	17,655	28,744	.....
40	Dakota	.....	.....	50,002	.....
41	District of Columbia	163,646	175,472	405,823	11 12
42	Idaho	14,376	2,214	16,590	.....
43	Montana	35,287	1,000	50,134	9 08
44	New Mexico	15,432	3,458	18,890	.....
45	Utah	85,716	.....	129,297	3 05
46	Washington	54,720	(*j*)	55,520	5 04
47	Wyoming	16,400	.....	16,400	.....
48	Indian:				
	Cherokees	43,075	54,576	110,110	24 78
	Creeks	11,200	1,800	13,000	.....
	Choctaws	12,000	.....	29,022	12 62
	Seminoles	2,250	700	3,200	.....

a Estimated.
b Items not all reported.
c Per capita of population between 5 and 17.
d Includes salaries of secretaries, porters, and portresses in New Orleans.
e Includes payments of previous indebtedness of parish school boards, and balances of funds in hands of parish school board treasurers.

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.	
Per capita of pupils enrolled in public schools.	Per capita of average attendance in public schools.	Per capita of population between 6 and 16.	Per capita of population between 6 and 16, including interest on the value of all school property.				
45	46	47	48	49	50	51	
$0 89	.....	.....	.....	*a*$350, 000	.....	.....	1
7 45	.....	.....	.....	161, 352	$1, 246, 950	$366, 435	2
17 37	$29 26	*c*$13 21	*c*$16 23	1, 737, 500	.....	5, 604, 128	3
12 12	21 65	.....	.....	.....	.....	504, 248	4
12 03	20 33	12 72	.....	2, 791, 993	2, 791, 993	.....	5
.....	.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	.....	7
2 42	3 77	.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	5, 752, 565	18, 058, 386	9
8 23	13 56	.....	.....	8, 870, 872	8, 870, 872	11, 548, 993	10
8 42	14 65	9 48	.....	3, 364, 000	.....	9, 516, 725	11
8 28	13 56	9 56	13 17	2, 262, 559	10, 482, 991	4, 690, 259	12
3 60	.....	.....	.....	1, 600, 000	.....	1, 970, 000	13
8 93	.....	.....	.....	82, 921	.....	803, 062	14
7 01	10 67	.....	.....	.....	400, 558	3, 005, 290	15
9 62	19 25	.....	.....	906, 229	906, 229	.....	16
24 08	33 65	.....	.....	2, 066, 866	.....	28, 200, 000	17
9 96	17 18	.....	.....	3, 147, 917	4, 843, 662	9, 500, 000	18
10 08	11 70	.....	.....	3, 191, 042	11, 000, 000	2, 770, 508	19
.....	.....	.....	.....	.....	.....	.....	20
.....	.....	.....	.....	5, 105, 389	7, 300, 803	.....	21
15 95	.....	.....	.....	1, 318, 044	15, 000, 000	1, 069, 694	22
.....	.....	.....	.....	274, 500	.....	165, 801	23
9 94	13 54	.....	.....	494, 000	530, 000	2, 444, 468	24
.....	15 48	.....	.....	.....	1, 241, 819	6, 449, 516	25
9 08	17 91	.....	.....	3, 105, 107	3, 105, 107	31, 017, 904	26
.....	.....	.....	.....	2, 187, 564	.....	.....	27
7 30	18 74	6 95	.....	3, 742, 760	.....	20, 969, 557	28
8 51	15 03	.....	.....	525, 484	.....	442, 540	29
.....	.....	.....	.....	.....	.....	22, 265, 925	30
12 86	13 72	10 47	15 55	244, 325	.....	2, 456, 674	31
.....	.....	.....	.....	.....	.....	.....	32
.....	.....	.....	.....	2, 512, 500	.....	1, 043, 943	33
.....	.....	.....	.....	.....	.....	.....	34
.....	.....	.....	.....	*h*669, 086	.....	.....	35
4 95	8 59	3 22	3 31	1, 430, 645	1, 430, 645	851, 730	36
.....	.....	.....	.....	340, 411	340, 411	1, 660, 467	37
7 53	.....	.....	.....	2, 625, 798	.....	4, 875, 618	38
.....	.....	.....	.....	.....	.....	42, 230	39
.....	.....	.....	.....	.....	.....	48, 333	40
17 95	23 64	12 03	14 41	0	0	1, 164, 696	41
.....	.....	.....	.....	.....	.....	.....	42
16 00	.....	.....	12 00	.....	.....	56, 080	43
.....	.....	.....	.....	.....	.....	.....	44
4 73	6 92	3 05	4 51	20, 000	(*i*)	453, 515	45
.....	.....	.....	.....	.....	.....	.....	46
.....	.....	.....	.....	.....	.....	*k*32, 500	47
.....	.....	.....	.....	.....	.....	.....	48
35 76	62 76	.....	.....	.....	1, 306, 961	165, 000	
.....	.....	.....	.....	.....	200, 000	.....	
25 62	38 96	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	

f Includes expenditure for evening schools.
g Includes expenditure for the annual enumeration of the scholastic population.
h Also school lands (value not estimated) producing about $14,000.
i Sixteenth and thirty-sixth sections of land not now available.
j No reports.
k Value of school houses.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876; from replies to inquiries by the United States Bureau of Education.*

	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	Little Rock, Ark	J. M. Fish	12,380	18,000	6–21	0	2,000	5,300	.....	100	1,500	500	180	170
2	San Francisco, Cal	Henry N. Bolander	149,473	272,345	5–17	3,951	2,062	46,238	0	2,641	34,029	*a*6,646	210	211
3	San José, Cal	J. G. Kennedy	9,009	16,000	5–17	.....	.....	3,074	0	.....	2,374	400	200	198
4	Stockton, Cal	George S. Ladd	10,066	15,000	5–17	787	545	3,327	.....	.....	2,800	120	200	196
5	Denver, Colo *b*	Aaron Gove	4,759	20,000	6–21	0	.....	3,000	.....	.....	1,988	200	200	185
6	Bridgeport, Conn	H. M. Harrington	18,969	25,000	4–16	1,050	0	5,864	264	97	3,810	400	210	205
7	Greenwich, Conn*	Myron L. Mason, secretary	7,644	8,000	4–16	337	0	1,937	200	.....	1,546	250	200	200
8	Hartford, Conn	John Henry Brocklesby	37,180	45,000	4–16	.....	0	9,598	.....	114	7,057	1,337	197	197
9	New Britain, Conn	Charles Northend	9,430	12,000	4–16	660	0	3,176	200	66	2,516	97	200	198
10	New Haven, Conn	Ariel Parish	50,840	57,136	4–16	2,294	0	12,586	1,835	295	10,855	1,535	200	200
11	New London, Conn	Ralph Wheeler	9,576	10,000	4–16	325	0	2,076	240	60	1,896	45	200	200
12	Norwalk, Conn	J. A. Hamilton, secretary	12,119	13,000	4–16	507	0	3,254	143	25	2,873	100	210	203
13	Stamford, Conn*	Nathaniel R. Hart, secretary	9,714	11,000	4–16	.....	0	2,469	.....	.....	1,734	500	200	195
14	Wilmington, Del	D. W. Harlan	30,841	40,000	6–21	0	.....	.....	.....	.....	6,225	.....	202	200
15	Atlanta, Ga	B. Mallon	21,789	32,000	6–18	0	.....	10,362	.....	.....	3,809	400	203	203
16	Augusta, Ga	A. H. McLaws	15,389	20,000	6–18	0	.....	4,912	.....	.....	1,376	300	200	190
17	Columbus, Ga	George M. Dews	7,401	9,000	6–18	0	335	2,463	0	68	1,172	500	168	168
18	Macon, Ga *c*	B. M. Zettler	21,285	21,285	6–18	0	.....	6,839	.....	.....	3,144	300	180	156
19	Savannah, Ga	W. H. Baker	28,235	*29,000	6–18	0	.....	10,003	.....	.....	3,431	.....	200	180
20	Alton, Ill	E. A. Haight	8,665	12,000	6–21	0	.....	2,995	.....	33	1,183	520	.....	198
21	Belleville, Ill	Henry Raab	9,825	12,000	6–21	0	.....	4,467	0	27	1,877	525	210	201
22	Bloomington, Ill	Sarah E. Raymond	14,590	25,000	6–21	0	.....	5,193	.....	.....	3,228	.....	180	178
23	Chicago, Ill	J. L. Pickard	298,977	*d*425,000	6–21	0	31,748	110,184	0	.....	51,128	27,637	200	195
24	Decatur, Ill	E. A. Gastman	7,161	12,000	6–21	0	635	2,595	0	.....	1,868	200	180	177
25	Galesburg, Ill	M. Andrews	10,158	14,000	6–21	0	.....	*3,572	.....	100	1,811	.....	190	190
26	Jacksonville, Ill	D. H. Harris	9,203	12,000	6–21	0	1,281	3,683	0	300	1,722	900	190	182
27	Joliet, Ill*	K. J. Hammond, president board	7,263	15,731	6–21	0	.....	3,870	.....	.....	2,141	657	200	198
28	Peoria, Ill	Harrison Smith, secretary	22,849	30,000	6–21	0	.....	7,223	.....	.....	4,104	1,508	200	196
29	Quincy, Ill	T. W. Macfall	24,052	32,000	6–21	0	.....	11,891	.....	75	3,395	1,800	200	197

30	Rockford, Ill	Jas. H. Blodgett, prin. West High Sch'l.	11,049	15,000	6-21	0	.....	5,971	0	.....	2,500	400	195	195
31	Rock Island, Ill	J. F. Everett	7,890	12,000	6-21	0	.....	3,554	.....	.....	1,973	548	180	177
32	Springfield, Ill	Andrew M. Brooks	17,364	25,000	6-21	0	.....	10,722	.....	.....	2,616	.....	.....	180
33	Fort Wayne, Ind	John S. Irwin	17,718	26,800	6-21	0	2,535	8,959	.....	125	3,544	2,200	195	195
34	Indianapolis, Ind	G. P. Brown	48,244	100,000	6-21	0	4,973	21,255	.....	694	11,392	2,100	203	195
35	Jeffersonville, Ind	E. S. Hopkins, A. M	7,254	9,500	6-21	0	.....	2,544	.....	.....	944	.....	190	187
36	Lafayette, Ind	J. T. Merrill	13,506	21,000	6-21	0	2,000	6,000	.....	900	2,730	1,200	200	195
37	Logansport, Ind	John K. Walts	8,950	15,000	6-21	0	675	3,775	0	163	1,896	700	198	196
38	Madison, Ind	M. Shannon, secretary	10,700	12,500	6-21	0	.....	4,652	.....	.....	1,721	276	200	200
39	Richmond, Ind	William H. Bradbury, secretary	9,445	15,000	6-21	0	.....	3,891	0	150	1,674	325	190	188
40	South Bend, Ind	Alfred Kummer	7,206	15,000	6-21	0	.....	3,057	.....	.....	1,560	.. ..	180	180
41	Terre Haute, Ind	William H. Wiley	16,103	19,265	6-21	0	.....	6,532	0	.....	4,011	500	200	199
42	Burlington, Iowa	R. G. Saunderson	14,930	25,000	5-21	481	1,270	6,001	325	81	3,189	1,000	200	190
43	Council Bluffs, Iowa	Alex. M. Gow	10,020	.....	5-21	.....	.....	2,822	.....	.....	1,200	.....	200	.....
44	Davenport, Iowa	Miss P. W. Ludlow	20,038	24,000	5-21	.....	.....	8,506	345	188	4,494	.....	200	189
45	Des Moines, west side, Ia	J. H. Thompson	12,035	12,000	5-21	.....	.....	3,191	118	27	1,931	300	180	187
46	Dubuque, Iowa	Thomas Hardie, secretary	18,484	*24,000	5-21	*1,275	*1,548	8,896	158	172	2,867	.....	.....	.....
47	Atchison, Kans	I. C. Scott	7,054	14,000	5-21	.....	782	2,725	90	211	1,258	175	180	180
48	Lawrence, Kans	D. B. English	8,320	.....	5-21	92	111	1,869	12	60	1,282	.....	170	167
49	Leavenworth, Kans	John Wherrell	17,873	.....	5-21	809	1,410	5,669	.....	.....	2,048	822	200	198
50	Covington, Ky	J. W. Hall	24,505	33,000	6-20	0	.....	10,451	0	.....	3,244	1,600	220	213
51	Lexington, Ky	J. O. Harrison	14,801	20,000	a6-20	0	.....	5,115	0	.....	1,830	.....	f300	f185
52	Lonisville, Ky	George H. Tingley, jr	100,753	125,000	6-20	0	.....	g45,000	.....	.....	17,533	.....	207	202
53	Newport, Ky	W. H. Jones	15,087	13,500	6-20	0	.....	.....	.....	14	2,674	.....	200	200
54	New Orleans, La	Wm. G. Brown, State supt. educat'n.	191,418	195,000	6-21	0	.....	69,093	3,649	493	25,412	14,235	190	190
55	Bangor, Me	C. P. Roberts	18,289	18,500	4-21	.....	.....	5,324	.....	.....	3,125	300	222	218
56	Biddeford, Me	Royal E. Gould	10,282	12,000	4-21	.....	.....	3,500	.....	.....	1,500	150	200	195
57	Lewiston, Me	Thomas Tash	13,600	20,000	4-21	715	2,048	6,479	464	175	3,560	100	189	184
58	Portland, Me	E. Hunt	31,413	36,000	4-21	1,319	3,001	10,634	236	337	5,552	1,298	240	238
59	Baltimore, Md	Henry E. Shepherd	267,354	302,839	6-18	0	.....	69,303	.....	.....	31,404	14,559	.....	.....
60	Adams, Mass	.....	12,090	15,700	5-15	.....	0	3,322	.....	.....	3,178	0	191	189
61	Boston, Mass	John D. Philbrick	250,526	h341,919	5-15	.....	0	58,636	.....	.....	55,417	.. ..	224	224
62	Cambridge, Mass	Francis Cogswell	39,634	h47,838	5-15	844	0	8,218	582	250	9,523	1,187	235	233
63	Chicopee, Mass	.....	9,607	10,000	5-15	.....	0	1,970	.....	.....	1,147	600	200	.....
64	Fall River, Mass	William Connell, jr	26,766	45,160	5-15	1,500	0	7,900	.....	.....	7,537	1,000	200	192
65	Fitchburg, Mass	Joseph G. Edgerly	11,260	12,000	5-15	200	0	2,228	207	40	2,319	40	200	192
66	Haverhill, Mass	R. Stuart Chase, secretary	13,092	h14,628	5-15	.....	0	2,608	.....	.....	2,632	40	200	194
67	Holyoke, Mass	Louis H. Marvel	10,733	16,500	5-15	.....	0	2,983	.....	.....	1,841	1,100	200	197
68	Lawrence, Mass*	Gilbert E. Hood	28,921	35,000	5-15	545	0	5,648	515	156	5,631	1,200	197	194
69	Lowell, Mass	Charles Morrill	40,928	50,000	5-15	780	.....	7,400	448	.....	i5,747	500	238	238
70	Lynn, Mass	William P. Sargent, secretary	28,233	33,600	5-15	.....	0	5,924	.....	.....	5,500	150	210	.....
71	Marlboro', Mass	William D. Bardett, chairman	8,474	j8,116	5-15	.....	0	1,932	.....	.....	1,954	51	k180	k178
72	Milford, Mass	George E. Stacy, secretary	9,290	9,000	5-15	.....	0	2,394	.....	.....	2,745	.....	180	178
73	New Bedford, Mass	Henry F. Harrington	21,320	27,000	5-15	1,620	0	4,002	620	150	3,822	350	205	203
74	Newburyport, Mass	Isaac P. Noyes, secretary	12,595	13,000	5-15	624	0	2,743	515	90	2,218	80	260	255
75	Newton, Mass	Isaac Hagar, secretary	12,825	16,350	5-15	.....	0	2,853	.....	.....	3,194	.....	200	196
76	Pittsfield, Mass	W. B. Rice, chairman executive com.	11,112	12,255	5-15	.....	0	2,558	174	96	2,070	191	180	176
77	Salem, Mass	Augustus D. Small	24,117	*26,000	5-15	.....	0	4,430	278	147	4,794	725	206	200

* From Report of the Commissioner of Education for 1875. *a* Between 5 and 17 years of age. *b* The statistics are for only five-sixths of the city, it not being all included in one school system. *c* Including Bibb County. *d* Census, October 1. *e* The legal school age for colored children is from 6 to 16. *f* For white schools; the colored schools were taught 180 days. *g* Estimated. *h* Census of 1875. *i* Number enrolled December, 1876. *j* Census May, 1876. *k* In primary schools 160 and 158.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	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
78	Springfield, Mass	A. P. Stone	26,703	32,800	5–15	633	0	5,408	620	601	6,267	280	200	198
79	Taunton, Mass	William W. Waterman	18,629	20,429	5–15	453	0	3,632	312	108	3,579	193	190	190
80	Weymouth, Mass	F. B. Gamwell	9,010	9,819	5–15	270	0	1,936	256	100	1,931	20	200	196
81	Woburn, Mass	E. H. Davis	8,560	10,000	5–15	210	0	2,091	215	130	1,977	100	200	200
82	Worcester, Mass	A. P. Marble	41,105	50,000	5–15	1,819	0	8,801	1,687	590	9,930	1,325	205	201
83	Adrian, Mich	William H. Payne	8,438	10,000	5–20	.....	.....	2,824	.....	.....	1,449	500	200	193
84	Bay City, Mich	I. W. Morley	7,064	17,500	5–21	401	.....	4,014	263	76	2,659	400	196	196
85	Detroit, Mich	John M. B. Sill	79,577	110,000	5–20	.....	.....	34,593	.....	.....	13,739	5,000	200	193
86	East Saginaw, Mich	H. S. Tarbell	11,350	17,000	5–20	358	1,371	5,155	0	45	3,159	300	200	192
87	Grand Rapids, Mich	A. J. Daniels	16,507	29,000	5–20	.....	.....	8,900	320	403	5,062	1,046	200	196
88	Saginaw, Mich	C. A. Glower	7,460	10,000	*5–20	.....	.....	2,786	0	83	1,715	400	200	195
89	Minneapolis, Minn *a*	O. V. Tousley	13,066	26,000	5–21	482	2,658	6,843	.....	.....	3,388	1,000	195	195
90	St. Paul, Minn*	L. M. Burrington	20,030	33,600	5–21	.....	.....	15,114	.....	.....	4,941	2,500	200	198
91	Natchez, Miss	.....	9,057	9,000	5–21	.....	257	.....	0	48	591	299	.....	90
92	Vicksburg, Miss	Charles E. Bent	12,443	11,000	5–18	300	400	3,400	50	50	1,545	300	195	187
93	Hannibal, Mo	W. H. Ide, secretary	10,125	12,500	6–20	0	.....	3,241	.....	.....	1,957	350	180	176
94	Kansas City, Mo	J. M. Greenwood	32,260	40,000	6–20	0	.....	7,126	.....	.....	4,262	.....	180	176
95	St. Joseph, Mo	Edward B. Neely	19,565	25,000	5–20	.....	1,485	6,415	.....	166	3,510	825	200	198
96	St. Louis, Mo	W. T. Harris	310,864	500,000	5–21	13,200	40,558	161,496	1,041	3,050	42,622	23,130	200	198
97	Omaha, Neb	S. D. Beals	16,083	20,000	5–21	426	1,229	4,512	186	79	2,592	137	200	196
98	Manchester, N. H	Joseph Kidder, (acting)	23,536	28,000	5–15	.....	0	5,500	.....	.....	4,567	1,531	200	190
99	Nashua, N. H	John H. Goodale	10,543	11,800	5–16	581	0	2,137	485	386	1,678	140	192	190
100	Portsmouth, N. H	John Pender, secretary	9,211	10,000	5–	93	74	1,572	39	74	1,428	80	248	248
101	Camden, N. J	H. L. Bonsall	20,045	40,000	5–18	.....	.....	10,842	.....	.....	5,270	1,200	200	190
102	Elizabeth, N. J	Elias D. Smith	20,832	25,000	5–18	.....	.....	6,817	.....	.....	4,547	1,800	210	202
103	Jersey City, N. J	William S. Dickinson	82,546	120,000	5–18	3,000	5,068	38,068	1,000	1,000	19,463	8,000	200	200
104	Newark, N. J	George B. Sears	105,059	120,000	5–18	2,862	5,625	37,206	0	354	17,356	7,378	210	205
105	New Brunswick, N. J	Henry B. Pierce	15,058	18,000	5–21	411	494	4,956	174	25	2,455	1,183	210	207
106	Orange, N. J	Usher W. Cutts	9,348	11,000	5–18	.....	.....	3,256	79	23	1,462	675	205	200
107	Paterson, N. J	William J. Rogers	33,579	39,000	5–18	.....	.....	11,982	.....	.....	8,459	1,500	201	201
108	Trenton, N. J	W. B. Allen	22,874	*c*25,031	5–18	873	1,037	8,912	.....	.....	3,691	2,500	206	204

109	Auburn, N. Y	B. B. Snow	17,225	18,500	5-21	276	1,155	5,097	33	168	2,543	1,200	200	196
110	Binghamton, N. Y	O. B. Bruce	12,692	16,500	5-21	408	1,294	4,509	373	164	3,187	507	210	207
111	Buffalo, N. Y	W. S. Rice	117,714	143,594	5-21			*b*40,000	2,000		20,240	10,000	205	203
112	Cohoes, N. Y	Oliver P. Steves	15,357	18,000	5-21			8,879			3,027	400	204	204
113	Elmira, N. Y	Edward Danforth	15,863	23,000	5-21	361	1,494	5,830	125	349	4,221	168	200	197
114	Ithaca, N. Y	Luther C. Foster	8,462	10,058	5-21	135	793	2,407	117	132	1,769	160	200	196
115	Kingston, N. Y *d*	C. M. Ryon, secretary	*b*7,500	8,000	5-21	221	837	2,940	67	138	1,604	300	210	207
116	Lockport, N. Y	Arthur A. Skinner	12,426	13,000	5-21			4,185	90	388	2,787	500	201	201
117	Long Island City, N. Y	Alanson Palmer, (P. O., Astoria)	12,203	17,000	4-21	600	1,277	5,077	660	275	3,575	264	210	203
118	Newburgh, N. Y	R. V. K. Montfort	17,014	17,200	5-21			5,892	167	179	2,580	750	202	202
119	New York, N. Y	Henry Kiddle, *a*	942,292	1,200,000	4-21			*b*375,000			157,423	65,000	204	204
120	Ogdensburg, N. Y	N. W. Howard	10,076	11,000	5-21			3,963			1,764	1,100	200	196
121	Oswego, N. Y	V. C. Douglass	20,910	*22,455	5-21			8,928			3,917	1,313	200	197
122	Poughkeepsie, N. Y	Richard Brittain, clerk	20,080	20,300	5-21	410	1,807	6,021	325	290	3,805	586	205	201
123	Rochester, N. Y	C. N. Simmons	62,386	84,673	5-21	5,615	8,226	32,293	2,580	326	11,601	6,852	203	203
124	Rome, N. Y	O. C. Harrington	11,000	13,000	5-21	255	1,001	3,305	198	135	2,103	450	200	192
125	Saratoga Springs, N. Y	L. S. Packard	7,516	9,000	5-21	151	754	2,262	158	161	1,616	223	210	200
126	Schenectady, N. Y	S. B. Howe	11,026	13,000	5-21	345	1,690	4,430		283	2,183	500	206	202
127	Syracuse, N. Y	Edward Smith	43,051	55,000	5-21	1,013	3,497	15,969	662	387	8,820	1,742	200	197
128	Troy, N. Y	David Beattie	46,465	50,000	5-21	*b*700	*b*12,200	*b*17,900	769	72	8,070	2,000	204	204
129	Utica, N. Y	Andrew McMillan	28,804	35,000	6-21	0	3,201	9,776	0	1,149	4,776	1,600	200	196
130	Watertown, N. Y	A. R. Beal	9,336	11,000	5-21			3,123			2,015	150	200	191
131	Yonkers, N. Y	Joseph H. Palmer	12,733	18,000	5-21			13,130			3,195	741	200	189
132	Akron, Ohio	Samuel Findley	10,006	16,000	6-21	0	1,123	3,964	0	173	2,545	400	200	194
133	Canton, Ohio	John H. Lehman	8,660	11,000	6-21	0	1,285	3,348		73	1,663	700	195	188
134	Chillicothe, Ohio*	G. N. Carruthers	8,920	12,000	6-21	0	1,008	3,344	0	138	1,790	411	190	185
135	Cincinnati, Ohio	John B. Peaslee	216,239	267,000	6-21	0	24,845	88,842		1,301	28,922	16,276	210	208
136	Cleveland, Ohio	Andrew J. Rickoff	92,829	138,044	6-21	0	9,306	43,342		343	20,771	8,338	200	190
137	Columbus, Ohio	R. W. Stevenson	31,274	44,799	6-21	0	2,974	12,686		210	6,797	1,258	200	192
138	Dayton, Ohio	John Hancock	30,473	35,000	6-21	0	2,586	11,253		140	5,077	1,994	200	197
139	Hamilton, Ohio	Alston Ellis	11,081	13,000	6-21	0	1,030	5,639		98	1,709	762	200	200
140	Mansfield, Ohio	John Simpson	8,029	9,500	6-21	0	656	2,745		119	1,711	150	180	180
141	Newark, Ohio	J. C. Hartzler	6,698	12,000	6-21	0	1,045	3,523		106	1,656	220	190	184
142	Portsmouth, Ohio	M. S. Campbell	10,592	14,000	6-21	0		3,894		101	2,059	220	200	199
143	Sandusky, Ohio	U. T. Curran	13,520	18,000	6-21	0	1,811	6,369		69	2,657	985	200	193
144	Springfield, Ohio	W. J. White	12,652	20,000	6-21	0	1,348	5,102		157	2,590	583	195	184
145	Steubenville, Ohio	Martin R. Andrews	8,107	13,500	6-21	0	1,814	5,036	0	91	2,263	375	198	197
146	Toledo, Ohio	A. A. McDonald	31,584	50,000	6-21	0	3,041	14,043	0	264	7,255	2,000	200	198
147	Zanesville, Ohio	A. T. Wiles	10,011	18,000	6-21	0	1,692	5,411	0	180	2,946	560	198	195
148	Portland, Oreg	J. J. Browne, county superintendent	8,293	13,000	4-20			2,911	130	110	1,870	612	210	198.5
149	Allegheny, Pa	John Davis*	53,180	65,000	*6-18	0					11,980	3,300	200	200
150	Allentown, Pa	R. K. Buehrle	13,884	18,000	6-21	0	1,200	4,600	0	200	3,537	500	200	197
151	Altoona, Pa	D. S. Keith	10,610	15,000	6-21	0	127	2,954		97	2,165	700	198	189
152	Carbondale, Pa	Matthew G. Neary	6,393	10,000	6-21	0		3,600	0	105	1,965	180	180	175
153	Chester, Pa	A. Robinette	9,485	14,000	6-21	0	300	3,300	0	120	2,127	200	200	190
154	Danville, Pa	F. C. Grau, deputy superintendent	8,436	7,000	6-21	0					1,679	125	157	157
155	Erie, Pa	H. S. Jones	19,646	27,000	6-21	0	2,657	8,402		170	4,057	1,300	200	192
156	Harrisburg, Pa	D. S. Burns	23,104	28,000	6-21	0				142	5,118	500	220	200
157	Lancaster, Pa	B. F. Shaub, county superintendent	20,233	23,000	6-21	0		*4,200			2,813	810	220	205
158	Norristown, Pa	Joseph K. Gotwals	10,753	15,000	6-21	0				107	2,303		220	202.5

*From Report of the Commissioner of Education for 1875. *a* West division. *b* Estimated. *c* Census of 1875. *d* The statistics are for the Kingston school district only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	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
159	Philadelphia, Pa	Henry W. Halliwell, secretary	674,022	*750,000	.....	.....	.....	.....	.....	.....	99,291	.....	240	240
160	Pittsburg, Pa	George J. Luckey	86,076	130,000	6-21	0	.....	.....	.....	.....	21,488	11,060	200	200
161	Pottsville, Pa	B. F. Patterson	12,384	15,000	6-21	0	1,525	4,525	0	125	2,199	100	200	200
162	Reading, Pa	Thomas Severn	33,930	40,130	6-21	0	.....	.....	0	500	6,252	.....	210	195
163	Scranton, Pa., 4th dist	Jos. Roney	17,500	18,000	6-21	0	.....	.....	.....	.....	3,816	850	200	.....
164	Titusville, Pa	H. C. Bosley	8,639	11,000	6-21	0	1,000	2,700	0	150	1,650	300	196	196
165	Wilkes-Barre, Pa., 3d dist	L. H. Taylor	.....	15,000	6-21	0	.....	.....	0	50	1,604	700	200	188
166	Williamsport, Pa	S. Transeau	16,030	19,000	6-21	0	.....	.....	.....	156	3,518	387	169	164
167	York, Pa	W. H. Shelley	11,003	14,000	6-21	0	.....	.....	.....	.....	2,382	275	.....	.....
168	Newport, R. I	Thomas H. Clarke	12,521	a14,028	5-16	261	0	2,807	93	195	2,116	656	200	195
169	Providence, R. I	Daniel Leach*	68,904	a100,675	5-16	.....	0	19,177	800	320	13,240	4,141	200	196
170	Warwick, R. I	John F. Brown	10,453	11,000	4-16	.....	0	2,800	60	12	1,882	.....	200	196
171	Woonsocket, R. I	Charles J. White	11,527	14,000	5-16	.....	0	3,236	.....	.....	1,991	643	200	194
172	Chattanooga, Tenn	H. D. Wyatt	6,093	*12,000	6-18	0	400	2,317	.....	30	1,630	250	180	179
173	Knoxville, Tenn	H. T. Morton	8,682	13,000	6-18	0	.....	2,000	.....	.....	1,500	350	200	190
174	Memphis, Tenn	J. T. Leath	40,226	.....	6-20	0	.....	10,062	.....	.....	2,808	4,000	183	182
175	Nashville, Tenn	S. Y. Caldwell	25,865	27,500	6-18	0	2,720	9,114	0	299	4,159	500	205	200
176	Houston, Tex	.....	9,382	27,000	6-18	0	.....	b4,000	.....	.....	2,000	.....	.....	.....
177	Burlington, Vt	C. J. Alger	14,387	15,000	5-20	.....	.....	3,207	.....	.....	1,250	{ ..... }	180	178
178	Rutland, Vt	.....	9,834	7,000	5-20	.....	.....	1,513	50	100	675	300	195	195
179	Alexandria, Va	Richard L. Carne	13,570	16,000	5-21	359	1,100	4,447	60	36	1,137	725	203	202
180	Lynchburg, Va	A. F. Biggers	6,825	14,000	5-21	317	1,033	4,093	95	123	1,325	.....	.....	192
181	Norfolk, Va	R. L. Page	19,229	25,000	5-21	705	1,576	6,244	21	105	1,344	1,052	211	202
182	Portsmouth, Va	J. F. Crocker	10,492	10,500	5-21	348	868	3,399	.....	.....	820	.....	210	204
183	Richmond, Va	Alfred Moses, secretary	51,038	73,000	5-21	2,002	5,864	20,754	86	265	5,739	3,825	211	206
184	Wheeling, W. Va	John C. Hervey	19,280	30,000	6-21	0	.....	9,501	.....	.....	5,107	1,865	198	196
185	Fond du Lac, Wis	C. A. Hutchins	12,764	16,000	4-20	.....	.....	5,658	.....	.....	3,034	.....	200	198
186	Janesville, Wis*	R. W. Burton	8,789	.....	4-20	839	1,152	3,571	400	300	1,750	500	200	195
187	La Crosse, Wis	Charles W. Robey	d7,785	13,150	4-20	1,022	777	3,655	.....	.....	1,993	500	195	193

188	Madison, Wis	Samuel Shaw	9,176	10,000	5–20			3,[illegible]			1,800	600	185	179
189	Milwaukee, Wis*	James MacAlister	71,440	c100,775	4–20			33,919			12,745	9,269	197	197
190	Racine, Wis	George Skewes	2,880	16,000	4–20	1,100	1,520	4,794	406	286	2,262	480	200	200
191	Georgetown, D. C*f	J. Ormond Wilson	81,844	106,000	6–17	0	1,462	19,489	0	219	12,083	6,760	197	191
192	Washington, D. C*f													

* From Report of the Commissioner of Education for 1875.
a Census of 1875.
b Estimated.
c In grammar and high schools.
d Did not include fifth ward, which has been added since 1870; its population then was 2,000.
e City census of 1875.
f These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	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	Little Rock, Ark	....	....	....	....	....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	San Francisco, Cal	34	13	2	....	7	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	337	22	108	10	13
3	San José, Cal	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Stockton, Cal	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	1,740	.....	.....	.....	.....	.....	.....	.....	.....
5	Denver, Colo *a*	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	1,530	.....	.....	.....	22	1	7	2	2
6	Bridgeport, Conn	5	11	....	....	....	16	.....	.....	.....	.....	.....	.....	.....	4,007	.....	.....	.....	40	6	31	1	2
7	Greenwich, Conn*	19	....	....	....	....	19	3	22	2,200	100	.....	.....	.....	2,300	100	2,400	4	19	1	1	.....	.....
8	Hartford, Conn	....	....	....	....	....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	New Britain, Conn	....	....	....	....	....	10	.....	.....	.....	.....	.....	.....	.....	2,250	.....	.....	.....	10	2	24	1	3
10	New Haven, Conn	15	7	1	....	....	23	.....	.....	6,040	1,822	385	.....	295	8,542	.....	.....	3	142	14	30	3	11
11	New London, Conn	....	8	2	....	....	10	.....	.....	1,040	500	125	.....	.....	1,665	.....	.....	.....	22	2	12	1	3
12	Norwalk, Conn	....	....	....	....	....	12	.....	.....	.....	.....	.....	.....	.....	3,200	.....	.....	.....	.....	.....	.....	.....	.....
13	Stamford, Conn*	....	....	....	....	....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Wilmington, Del	....	(16)	....	....	3	19	.....	.....	.....	(4,890)	.....	.....	230	5,120	.....	.....	.....	.....	*b*1	*b*105	.....	.....
15	Atlanta, Ga	....	(7)	1	....	....	8	.....	.....	.....	.....	.....	.....	.....	2,800	.....	.....	.....	30	4	16	2	4
16	Augusta, Ga	....	....	....	....	....	14	4	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Columbus, Ga	3	3	1	....	....	7	9	16	600	280	80	25	.....	985	500	1,485	0	11	1	5	0	1
18	Macon, Ga *c*	....	....	....	....	....	18	2	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Savannah, Ga	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	24	6	23	5	3
20	Alton, Ill	....	....	....	....	....	6	.....	.....	.....	.....	.....	.....	.....	1,077	.....	.....	.....	.....	.....	.....	.....	.....
21	Belleville, Ill	....	....	....	....	....	5	.....	.....	1,300	500	80	.....	.....	1,880	500	2,380	3	23	5	5	2	.....
22	Bloomington, Ill	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	2,315	.....	.....	0	48	0	5	0	4
23	Chicago, Ill	26	41	4	....	....	71	.....	.....	12,894	24,943	1,300	96	.....	39,233	.....	.....	.....	526	19	136	17	16
24	Decatur, Ill	....	....	....	....	....	6	3	9	1,088	448	195	.....	.....	1,731	.....	.....	0	17	1	6	2	4
25	Galesburg, Ill	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	1,950	.....	.....	.....	.....	.....	.....	.....	.....
26	Jacksonville, Ill	6	4	1	....	....	11	8	19	1,100	380	110	.....	.....	1,590	750	2,340	0	22	1	7	1	3
27	Joliet, Ill*	6	2	2	....	....	10	.....	.....	.....	.....	.....	.....	.....	1,682	.....	.....	.....	34	.....	6	2	.....
28	Peoria, Ill	....	9	1	....	....	10	.....	.....	1,606	1,070	232	.....	.....	2,898	.....	.....	.....	41	3	15	1	4
29	Quincy, Ill	8	2	....	....	....	10	.....	.....	2,200	200	150	.....	.....	2,550	.....	.....	(38)		(5)		(6)	
30	Rockford, Ill	....	....	....	....	....	10	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	.....	.....	.....	.....	.....	.....
31	Rock Island, Ill	3	1	1	....	....	5	6	11	840	720	200	.....	.....	1,760	500	2,260	.....	16	1	12	1	2

32	Springfield, Ill						5								2,200					29	3	5	2	2
33	Fort Wayne, Ind	4	4	1			9	10	19	2,182	1,342	258	8		3,790			4	41	2	22	3	4
34	Indianapolis, Ind						26			7,307	2,640	600	40		10,587				114	9	45	7	9
35	Jeffersonville, Ind						5																	
36	Lafayette, Ind		(5)		1		6								2,472			0	20	2	20	5	2
37	Logansport, Ind	7	4	1	1		13			970	370	110	10		1,460			1	17	2	7	1	3
38	Madison, Ind						6																	
39	Richmond, Ind						7			990	585	143			1,718				22	2	13	2	2
40	South Bend, Ind						6								2,000									
41	Terre Haute, Ind						11								3,637			1	38	12	21	2	3
42	Burlington, Iowa		(8)		1	1	10								3,876									
43	Council Bluffs, Iowa	6		1			7			1,200		100			1,300				9	1	3	2	1
44	Davenport, Iowa	3	5	1		1	10			2,368	978	284	*d*18	160	3,808			2	42	6	19	1	3
45	Des Moines, west side, Ia						4								1,990			1	18	2	9	1	2
46	Dubuque, Iowa						11															3	2	
47	Atchison, Kans						5																	
48	Lawrence, Kans	4	7	1			12			700	470	260			1,430				21	4		3		
49	Leavenworth, Kans																							
50	Covington, Ky						5			2,180	979	200			3,359				33	5	20	3	2	
51	Lexington, Ky						9											8	22					
52	Louisville, Ky		(24)		2	1	27											*e*21	*e*249			9	11	
53	Newport, Ky																		30	2	7		2	
54	New Orleans, La																							
55	Bangor, Me						21								4,500				39	2	16	1	4	
56	Biddeford, Me	5	2	1	*f*13		21			1,200	260	140	*f*450		2,050				20	2		1		
57	Lewiston, Me	25	3	1			29			2,376	560	150			3,080			*g*15	32	2	12	1	4	
58	Portland, Me	8	6	1			15			4,400	1,200	400			6,000			1	60	3	27	4	11	
59	Baltimore, Md																	*h*(396)		*i*(275)		(36)		
60	Adams, Mass																							
61	Boston, Mass	86	50	9	1		145			22,495	30,619	2,997			56,111			0	423	97	520	53	44	
62	Cambridge, Mass	18	7	1			26			4,326	3,950	450	24		8,750				77	7	77	5	7	
63	Chicopee, Mass						11	1	12						1,400	600	2,000							
64	Fall River, Mass	23	6	1			30			5,290	1,196	250		120	6,856				92	5	17	3	3	
65	Fitchburg, Mass	2	15	1	0	2	20	2	22	1,500	900	200	0	100	2,700	50	2,750	0	20	2	26	4	2	
66	Haverhill, Mass	14	6	1	*f*11		28	1	29	1,110	1,234	232	*f*435	200	3,211	50	3,261		18	2	25	4	4	
67	Holyoke, Mass	5	1	1	*f*5		12	4	16	830	350	86	240	400	1,906	1,080	2,986		26	1	6	2	1	
68	Lawrence, Mass*	16	3	1		2	22	2	24	2,548	1,007	180		450	4,185	1,050	5,235	0	52	4	24	2	7	
69	Lowell, Mass	29	8	1			38			3,436	2,894	330			6,660				62	10	53	3	7	
70	Lynn, Mass	24	7	1			32			3,240	2,520	200			5,960			0	54	4	46	2	3	
71	Marlboro', Mass						11								1,850				18	3	10	1	2	
72	Milford, Mass	13	*k*6	1			20											0	23		*k*15	1	2	
73	New Bedford, Mass						21								4,000									
74	Newburyport, Mass	12	7	1			20			1,420	1,075	130		64	2,689				25	3	14	3	2	
75	Newton, Mass		15	1			16				3,100	300			3,400			4	21		42	3	4	
76	Pittsfield, Mass														2,269									
77	Salem, Mass	10	5	1		1	17			2,501	1,392	215		199	4,307			0	46	4	25	2	6	

* From Report of the Commissioner of Education for 1875.

a The statistics are for five-sixths of the city.

b In primary, grammar, and high schools.

c Including Bibb County.

d City normal class.

e For grammar and primary schools.

f These are for district schools.

g These are teachers in rural schools.

h Includes teachers in colored day schools.

i Includes teachers in English-German schools.

j Union or mixed schools.

k Grammar and mixed schools.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1876, *&c.*—Continued.

	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
78	Springfield, Mass	20	6	1	...	2	29	9	38	2,180	3,000	352	.....	300	5,832	300	6,132	.....	59	6	59	3	6
79	Taunton, Mass	10	5	1	*a*14	3	33	3	36	2,016	935	212	*a*588	230	4,031	175	4,206	0	37	4	12	2	2
80	Weymouth, Mass	.....	.....	.....	.....	...	21	0	.....	600	1,400	128	.....	.....	2,128	25	2,153	0	11	5	24	2	2
81	Woburn, Mass	.....	.....	.....	.....	...	14	.....	.....	1,461	755	132	.....	62	2,410	.....	.....	.....	22	4	10	1	3
82	Worcester, Mass	3	30	1	.....	...	34	.....	.....	4,905	3,174	417	0	0	8,496	.....	.....	.....	87	8	67	6	6
83	Adrian, Mich	.....	.....	.....	.....	...	5	.....	.....	.....	.....	.....	.....	.....	1,600	.....	.....	.....	14	.....	10	1	4
84	Bay City, Mich	(6)		1	..	....	7	3	10	1,639	705	156	.....	.....	2,500	360	2,860	.....	23	2	9	1	2
85	Detroit, Mich	.....	.....	.....	.....	...	26	.....	.....	.....	.....	.....	.....	.....	11,131	.....	.....	.....	.....	.....	.....	.....	.....
86	East Saginaw, Mich	.....	.....	.....	.....	...	10	.....	.....	1,874	767	117	0	0	2,758	.....	.....	0	31	1	14	1	3
87	Grand Rapids, Mich	8	4	1	.....	...	13	.....	.....	2,610	1,300	300	.....	.....	4,210	.....	.....	.....	48	3	23	6	1
88	Saginaw, Mich	.....	.....	.....	.....	...	6	3	9	.....	.....	.....	.....	.....	1,536	425	1,961	1	15	1	7	2	1
89	Minneapolis, Minn *b*	.....	.....	.....	.....	...	8	.....	.....	.....	.....	.....	.....	.....	3,500	.....	.....	.....	25	1	39	1	4
90	St. Paul, Minn*	.....	.....	.....	.....	...	14	.....	.....	.....	.....	.....	.....	.....	3,625	.....	.....	.....	.....	.....	.....	.....	.....
91	Natchez, Miss	.....	.....	.....	.....	...	4	.....	.....	200	300	250	.....	.....	750	300	1,050	.....	4	1	5	1	1
92	Vicksburg, Miss	.....	.....	.....	.....	...	4	1	5	600	400	200	.....	.....	1,200	300	1,500	.....	11	.....	8	1	4
93	Hannibal, Mo	(6)		1	.....	...	7	.....	.....	1,589	.....	36	.....	.....	1,625	.....	.....	.....	14	5	8	1	.....
94	Kansas City, Mo	.....	.....	.....	.....	...	9	.....	.....	.....	.....	.....	.....	.....	3,600	.....	.....	.....	.....	.....	.....	.....	.....
95	St. Joseph, Mo	9	7	1	.....	...	17	.....	.....	1,964	718	240	.....	.....	2,922	.....	.....	5	29	2	12	4	1
96	St. Louis, Mo	.....	.....	1	.....	...	54	.....	.....	22,219	6,891	1,160	180	4,950	35,400	.....	.....	.....	408	35	170	14	29
97	Omaha, Neb	8	1	1	.....	...	10	4	14	.....	.....	.....	.....	.....	2,120	.....	.....	.....	30	2	8	.....	2
98	Manchester, N. H	.....	.....	.....	.....	...	23	.....	.....	.....	.....	.....	.....	.....	3,500	.....	.....	.....	35	6	27	2	4
99	Nashua, N. H	.....	.....	.....	.....	...	16	2	18	.....	.....	.....	.....	.....	2,420	200	2,620	0	33	1	9	2	2
100	Portsmouth, N. H	2	10	1	.....	...	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	8	12	1	3
101	Camden, N. J	.....	.....	.....	.....	...	11	.....	.....	.....	.....	.....	.....	.....	5,500	.....	.....	.....	.....	.....	.....	.....	.....
102	Elizabeth, N. J	6	4	3	.....	2	15	17	32	1,508	576	504	.....	.....	2,588	2,218	4,806	.....	28	.....	13	3	5
103	Jersey City, N. J	.....	.....	.....	.....	...	21	.....	.....	7,316	3,957	256	0	0	11,529	.....	.....	0	156	11	95	6	5
104	Newark, N. J	25	12	1	1	4	43	.....	.....	8,670	3,761	400	*c*100	*c*1,200	12,831	.....	.....	7	140	11	72	5	7
105	New Brunswick, N. J	4	1	1	0	0	6	11	17	.....	.....	.....	.....	.....	2,370	1,183	3,553	0	24	1	13	2	2
106	Orange, N. J	4	1	.....	.....	...	5	.....	.....	724	377	50	.....	.....	1,151	.....	.....	.....	18	.....	9	2	1
107	Paterson, N. J	3	7	.....	.....	...	10	.....	.....	4,613	1,100	220	*c*236	*c*1,500	5,933	.....	.....	3	74	5	16	1	3

108	Trenton, N. J	9	1	....	....	....	10	....	....	2,238	300	....	....	....	2,538	....	....	2	55	2	7	....	....
109	Auburn, N. Y	3	5	1	....	....	9	3	12	1,433	1,048	214	....	....	2,695	1,175	3,870	....	25	....	17	2	3
110	Binghamton, N. Y	2	5	1	....	....	8	3	11	1,460	508	400	....	....	2,368	....	....	....	31	4	14	2	3
111	Buffalo, N. Y	....	....	....	....	....	42	....	....	....	....	....	....	....	14,000	....	....	....	....	....	....	....	....
112	Cohoes, N. Y	6	1	1	0	0	8	2	10	1,630	220	100	0	....	1,950	400	2,350	....	27	....	6	1	3
113	Elmira, N. Y	....	6	1	....	....	7	....	....	2,614	1,540	160	....	....	3,674	....	....	....	36	5	32	1	4
114	Ithaca, N. Y	5	5	1	....	....	11	2	13	725	616	156	....	....	1,497	....	....	....	12	1	13	2	3
115	Kingston, N. Y *d*	(4)	....	1	....	....	5	....	....	710	520	197	....	....	1,427	300	1,727	....	12	3	7	3	3
116	Lockport, N. Y	1	5	1	....	....	7	....	....	1,060	870	350	....	....	2,280	....	....	....	19	....	14	5	4
117	Long Island City, N. Y	....	....	....	....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
118	Newburgh, N. Y	2	3	1	....	....	6	....	....	2,121	546	200	....	232	3,099	....	....	....	32	3	9	3	2
119	New York, N. Y	....	....	....	....	....	132	....	....	82,554	51,319	....	1,500	....	135,373	....	....	....	....	....	....	....	....
120	Ogdensburg, N. Y	....	....	....	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
121	Oswego, N. Y	....	....	....	....	....	14	....	....	....	....	....	....	....	4,332	....	....	....	....	....	....	....	....
122	Poughkeepsie, N. Y	....	....	1	....	....	9	....	....	2,168	375	222	....	....	2,765	....	....	....	41	....	10	1	6
123	Rochester, N. Y	12	....	1	....	1	26	10	36	4,622	3,810	400	....	370	9,202	4,050	13,252	....	128	15	53	5	4
124	Rome, N. Y	3	3	1	....	....	7	....	....	841	464	196	....	....	1,501	....	....	....	12	....	11	1	5
125	Saratoga Springs, N. Y	8	4	1	....	....	13	4	17	1,234	420	140	....	....	1,774	250	2,024	....	18	3	3	1	2
126	Schenectady, N. Y	....	....	....	....	....	....	....	....	....	....	....	....	....	1,740	....	....	....	12	....	14	1	4
127	Syracuse, N. Y	12	5	2	....	....	19	....	....	4,244	3,018	589	....	175	8,026	....	....	....	133	5	48	4	7
128	Troy, N. Y	....	....	....	....	....	15	....	....	....	....	....	....	....	....	....	....	6	70	7	54	2	2
129	Utica, N. Y	17	....	....	....	....	17	5	22	1,930	2,072	192	....	....	4,194	1,500	5,694	....	65	2	13	3	4
130	Watertown, N. Y	(7)	....	1	....	....	8	....	....	1,010	840	230	....	....	2,080	120	2,200	....	20	....	16	2	4
131	Yonkers, N. Y	1	5	....	....	....	6	....	....	800	845	....	....	....	1,645	....	....	....	18	12	18	....	....
132	Akron, Ohio	12	1	....	0	0	13	....	....	1,571	627	160	0	0	2,358	....	....	....	32	....	13	....	4
133	Canton, Ohio	2	3	1	....	....	6	....	....	1,120	300	80	....	....	1,500	....	....	1	20	4	8	1	2
134	Chillicothe, Ohio*	....	....	....	....	....	4	3	7	900	620	130	....	....	1,650	400	2,050	1	19	1	16	1	3
135	Cincinnati, Ohio	34	4	2	....	....	49	....	....	22,715	4,869	1,050	....	....	28,634	....	....	54	376	26	74	12	12
136	Cleveland, Ohio	21	17	3	1	0	42	....	....	13,633	3,685	592	50	27	17,987	....	....	2	207	*e*7	85	10	10
137	Columbus, Ohio	13	12	1	....	....	26	....	....	3,929	1,931	337	....	....	6,197	....	....	0	69	8	39	4	6
138	Dayton, Ohio	(11)	....	1	....	....	12	....	....	(5,455)	....	250	25	....	5,730	....	....	8	24	6	58	3	4
139	Hamilton, Ohio	4	0	1	0	0	5	4	9	1,156	468	110	0	0	1,734	800	2,534	3	16	4	4	1	2
140	Mansfield, Ohio	....	....	....	....	....	5	....	....	1,152	448	192	....	....	1,792	158	1,950	1	18	0	7	0	5
141	Newark, Ohio	3	2	1	....	....	6	2	8	....	....	....	....	....	....	....	....	1	19	1	10	2	3
142	Portsmouth, Ohio	6	....	1	....	....	7	2	9	1,600	400	100	....	....	2,100	220	2,320	1	26	1	8	1	1
143	Sandusky, Ohio	8	3	1	....	....	12	4	16	1,430	550	150	....	....	2,130	....	....	7	26	....	9	....	3
144	Springfield, Ohio	....	5	1	....	....	6	....	....	1,375	1,045	225	....	....	2,645	....	....	....	25	....	19	2	1
145	Steubenville, Ohio	7	*f*5	*f*1	0	....	7	3	10	1,012	669	122	....	40	1,843	350	2,193	2	16	3	9	1	3
146	Toledo, Ohio	22	....	1	....	....	23	10	33	4,500	1,350	650	....	....	6,500	....	....	10	76	....	22	3	10
147	Zanesville, Ohio	(17)	....	1	0	0	18	3	21	1,800	1,200	150	....	....	3,150	....	....	0	35	4	21	2	2
148	Portland, Oreg	(3)	....	1	....	....	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
149	Allegheny, Pa	....	....	....	....	....	15	....	....	....	....	....	....	....	9,200	....	....	....	....	....	....	....	....	....
150	Allentown, Pa	....	....	....	....	....	8	....	....	....	....	....	....	....	4,000	....	....	....	30	11	11	1	2
151	Altoona, Pa	....	....	....	....	....	14	....	....	....	....	....	....	....	....	....	....	1	26	7	3	1	....
152	Carbondale, Pa	....	....	....	....	....	7	4	11	810	650	75	0	0	1,535	200	1,735	1	10	4	3	1	1

* From Report of the Commissioner of Education for 1875.
a Rural or ungraded schools.
b West division.
c Used for day schools also.
d The statistics are for the Kingston school district only.
e German special teachers.
f Parts of buildings.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	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
153	Chester, Pa	7	3	1	....	4	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29	.....	6	1	2
154	Danville, Pa	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	1,700	.....	.....	.....	.....	.....	.....	.....	.....
155	Erie, Pa	....	....	....	....	....	16	.....	.....	2,000	951	175	.....	.....	3,126	.....	.....	4	43	.....	21	4	3
156	Harrisburg, Pa	....	....	....	....	....	21	.....	.....	3,813	985	208	.....	.....	5,006	500	5,506	16	51	8	13	3	4
157	Lancaster, Pa	15	5	1	....	....	21	9	30	.....	.....	.....	.....	.....	.....	.....	.....	2	39	2	12	3	3
158	Norristown, Pa	....	....	....	....	....	5	.....	.....	1,260	650	180	.....	.....	2,090	.....	.....	.....	21	3	11	1	2
159	Philadelphia, Pa	....	....	....	....	....	184	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160	Pittsburg, Pa	....	....	....	....	....	53	.....	.....	.....	.....	.....	.....	.....	18,000	.....	.....	.....	.....	.....	.....	.....	.....
161	Pottsville, Pa	....	....	....	....	....	8	.....	.....	1,780	750	100	.....	.....	2,630	.....	.....	1	30	3	18	2	1
162	Reading, Pa	....	....	....	....	....	20	.....	.....	.....	.....	.....	.....	.....	6,650	.....	.....	.....	.....	.....	.....	.....	.....
163	Scranton, Pa., 4th dist	....	....	....	....	....	10	.....	.....	2,100	600	50	.....	.....	2,750	.....	.....	.....	48	4	7	1	1
164	Titusville, Pa	2	2	....	....	....	4	2	6	860	414	90	.....	.....	1,364	200	1,564	.....	16	.....	9	1	3
165	Wilkes-Barre, Pa., 3d dist	....	....	....	....	....	4	.....	.....	.....	.....	.....	.....	.....	1,394	.....	.....	.....	19	4	3	1	2
166	Williamsport, Pa	10	6	1	....	....	17	.....	.....	2,405	817	98	.....	.....	3,320	.....	.....	3	26	8	21	1	2
167	York, Pa	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	2,170	.....	.....	5	16	3	10	2	1
168	Newport, R. I	6	2	1	....	1	10	.....	.....	1,257	626	125	.....	258	2,266	.....	.....	.....	21	1	11	3	2
169	Providence, R. I	17	11	....	....	....	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	Warwick, R. I	....	....	....	....	....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	8	9	.....	.....
171	Woonsocket, R. I	7	3	1	....	....	11	2	13	650	490	84	.....	340	1,564	324	1,888	0	13	3	7	1	.....
172	Chattanooga, Tenn	....	....	....	....	....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
173	Knoxville, Tenn	3	1	....	....	....	4	.....	.....	720	163	.....	.....	76	959	300	1,259	2	15	2	2	.....	.....
174	Memphis, Tenn	....	....	....	....	....	7	.....	.....	2,100	1,020	240	.....	.....	3,360	.....	.....	.....	.....	.....	.....	.....	.....
175	Nashville, Tenn	....	....	....	....	....	8	5	13	.....	.....	.....	.....	.....	3,645	1,000	4,645	.....	34	11	24	3	2
176	Houston, Tex	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	Burlington, Vt	....	....	....	....	....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
178	Rutland, Vt	....	....	....	....	....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
179	Alexandria, Va	3	1	....	....	....	4	22	26	800	350	.....	.....	.....	1,150	1,000	2,150	1	10	2	5	.....	.....
180	Lynchburg, Va	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	*a*975	.....	.....	2	9	4	5	4	1
181	Norfolk, Va	....	....	....	....	....	5	15	20	640	552	.....	.....	.....	1,192	.....	.....	.....	14	6	4	.....	.....
182	Portsmouth, Va	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	9	.....	.....	.....	.....

183	Richmond, Va	3	10	2	....	....	15	6	21	3,800	1,200	443	.....	.....	5,443	3,000	8,443	4	76	10	25	4	6
184	Wheeling, W. Va	1	7	....	....	....	8	9	17	3,302	492	.....	.....	734	4,528	.....	.....	4	64	5	11	.....	.....
185	Fond du Lac, Wis	15	2	1	....	....	18	.....	.....	1,980	672	336	.....	.....	2,988	.....	.....	.....	30	1	12	1	4
186	Janesville, Wis*	....	4	1	....	....	5	.....	.....	.....	.....	.....	.....	.....	1,482	.....	.....	.....	.....	.....	.....	.....	.....
187	La Crosse, Wis	4	4	0	0	0	8	.....	.....	1,261	274	79	0	0	1,614	.....	.....	.....	21	5	6	1	0
188	Madison, Wis	(a)		1	....	....	9	5	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
189	Milwaukee, Wis*	6	13	1	....	....	20	51	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
190	Racine, Wis	....	....	....	....	....	7	6	13	1,380	350	120	.....	.....	1,850	500	2,350	.....	22	4	8	.....	4
191	Georgetown, D. C[b]	....	....	0	....	0	48	118	166	7,307	2,760	0	20	0	10,087	.....	.....	0	125	11	47	0	0
192	Washington, D. C[b]																						

* From Report of the Commissioner of Education for 1875. *a* Estimated. *b* These statistics are for white schools only.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1876, *&c.*—Continued.

	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.	
		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.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
1	Little Rock, Ark	.....	.....	.....	.....	5	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	1,100
2	San Francisco, Cal	.....	.....	24	8	59	466	.....	.....	a18,696	15,963	a5,938	5,326	a671	619	.....	.....	a1,185	686	a26,490	22,594
3	San José, Cal	.....	.....	.....	.....	10	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,374	2,256
4	Stockton, Cal	.....	.....	.....	.....	8	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,809	2,300
5	Denver, Colo *b*	.....	.....	.....	.....	3	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,988	1,209
6	Bridgeport, Conn	.....	.....	2	2	9	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,810	.....
7	Greenwich, Conn*	.....	.....	.....	.....	7	18	6	31	1,546	696	.....	.....	.....	.....	.....	.....	.....	.....	1,546	696
8	Hartford, Conn	.....	.....	.....	.....	27	124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,057	.....
9	New Britain, Conn	.....	.....	.....	.....	3	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,516	1,735
10	New Haven, Conn	.....	.....	10	.....	30	183	.....	.....	8,749	5,862	1,399	1,030	437	273	.....	.....	270	193	10,855	7,358
11	New London, Conn	.....	.....	.....	.....	3	37	.....	.....	1,284	.....	500	.....	112	.....	.....	.....	190	.....	2,086	1,314
12	Norwalk, Conn	.....	.....	.....	.....	8	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,873	1,900
13	Stamford, Conn*	.....	.....	.....	.....	7	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,734	955
14	Wilmington, Del	.....	.....	.....	3	1	108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	278	130	6,225	3,850
15	Atlanta, Ga	.....	.....	.....	.....	6	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,809	2,440
16	Augusta, Ga	.....	.....	.....	.....	10	15	7	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,376	1,200
17	Columbus, Ga	1	.....	c1	.....	2	17	16	35	755	556	325	241	40	29	22	18	30	12	1,172	856
18	Macon, Ga *d*	.....	.....	.....	.....	(56)		4	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,144	1,674
19	Savannah, Ga	.....	.....	.....	.....	11	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,431	2,729
20	Alton, Ill	.....	.....	.....	.....	2	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,183	869
21	Belleville, Ill	.....	.....	.....	.....	e10	28	12	50	1,311	.....	505	.....	61	.....	.....	.....	.....	.....	1,877	1,705
22	Bloomington, Ill	0	0	2	3	2	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,228	2,261
23	Chicago, Ill	1	2	.....	.....	37	680	.....	.....	39,868	27,804	9,967	7,194	1,200	884	93	88	.....	.....	51,128	35,970
24	Decatur, Ill	.....	.....	.....	.....	3	27	.....	.....	1,213	852	447	351	208	153	.....	.....	.....	.....	1,868	1,356
25	Galesburg, Ill	.....	.....	.....	.....	1	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,811	1,747
26	Jacksonville, Ill	.....	.....	.....	.....	2	32	38	72	1,170	813	437	300	115	88	0	0	.....	.....	1,722	1,201
27	Joliet, Ill	.....	.....	.....	.....	2	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,141	1,824
28	Peoria, Ill	.....	.....	.....	.....	4	60	.....	.....	2,883	1,728	1,000	785	147	146	*f*74	.....	.....	.....	4,104	2,659
29	Quincy, Ill	.....	.....	.....	.....	3	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,395	2,107

30	Rockford, Ill					4	46													2,500	2,000
31	Rock Island, Ill					2	30	10	42	1,052		800		121						1,973	1,384
32	Springfield, Ill					5	36													2,616	1,977
33	Fort Wayne, Ind		3			9	70	26	105	2,510	1,791	849	652	175	142	10	8			3,544	2,593
34	Indianapolis, Ind	1		5	15	22	183			8,224		2,539		498	435			872	576	12,133	8,697
35	Jeffersonville, Ind					6	19													944	500
36	Lafayette, Ind					7	42													2,730	1,704
37	Logansport, Ind		1			4	28							107	86	8	6			1,896	1,233
38	Madison, Ind					1	37													1,721	1,273
39	Richmond, Ind					4	37			940	882	600	426	140	132					1,680	1,440
40	South Bend, Ind					5	22													1,560	1,275
41	Terre Haute, Ind			3		18	62			*g*3,646	*g*2,369			193	155			172	69	4,011	2,593
42	Burlington, Iowa					15	53													3,189	2,250
43	Council Bluffs, Iowa					3	13													1,200	
44	Davenport, Iowa		1	3		12	65			3,117	1,963	944	793	211	160	12	8	210	74	4,494	2,998
45	Des Moines, west side, Ia					4	29													1,931	1,246
46	Dubuque, Iowa					*h*9	60							98	85					2,867	2,365
47	Atchison, Kans					5	16													1,258	1,109
48	Lawrence, Kans					7	21			875		270		137						1,282	1,185
49	Leavenworth, Kans					3	37													2,048	1,942
50	Covington, Ky					8	55			2,090		959		195						3,244	
51	Lexington, Ky					8	22													1,830	
52	Louisville, Ky	1	7			31	*i*267			*g*16,818	*g*11,316			660	584	55	51			17,533	11,951
53	Newport, Ky					2	39													2,674	2,069
54	New Orleans, La					30	409													25,412	15,024
55	Bangor, Me					3	59													3,125	2,500
56	Biddeford, Me		*j*13			3	33													1,560	
57	Lewiston, Me					*k*4	63													3,560	2,056
58	Portland, Me					8	98			3,715	2,780	1,394	1,200	443	413					5,552	4,393
59	Baltimore, Md	(*g*)		(*g*)		*l*(731)														31,404	24,381
60	Adams, Mass					6	46													3,178	
61	Boston, Mass			52	106	*m*(1,306)														55,417	42,645
62	Cambridge, Mass		1	8	37	20	199			*n*3,445	3,141	*n*3,440	2,978	*n*423	360	*n*9	12			*n*7,317	6,491
63	Chicopee, Mass					4	26													1,147	891
64	Fall River, Mass				6	9	118			5,952	3,032	1,208	802	244	223			133	102	7,537	4,159
65	Fitchburg, Mass	0	0	2	7	8	55	2	65	1,096	829	1,053	789	170	165	0	0	*o*150	*o*100	2,469	1,883
66	Haverhill, Mass	0	*p*11		13	*l*8	*l*72	2	82	1,180	859	992	866	175	159	285	209			2,632	2,093
67	Holyoke, Mass	*p*2	*p*4	10		12	40	12	64	1,308	725	241	226	84	78			526	348	*q*2,367	1,377
68	Lawrence, Mass*			4	23	6	106	20	132	3,748	2,171	1,157	924	220	168			506	287	5,631	3,550
69	Lowell, Mass					13	122			4,602	2,855	2,824	2,080	413	289			1,278	541	9,117	5,765
70	Lynn, Mass					*r*7	*r*104			3,030	2,208	2,319	1,908	151	148					5,500	4,264
71	Marlboro', Mass					4	30													1,954	1,352
72	Milford, Mass					1	40													2,745	
73	New Bedford, Mass					8	97													3,822	3,622
74	Newburyport, Mass				14	7	55	4	66	1,074	939	708	618	321	302			115		2,218	1,859
75	Newton, Mass					7	67						2,218		220					3,194	

* From Report of the Commissioner of Education for 1875.

a Average monthly enrolment. *b* The statistics are for only five-sixths of the city.

c Teaches in day school also. *d* Including Bibb County. *e* Also three teachers of music and German. *f* In one ungraded school.

g In primary and grammar schools. *h* There are also 4 special teachers of German. *i* There are also 31 special teachers of music and German. *j* In district schools. *k* Includes 1 teacher of music. *l* Includes music and drawing teachers. *m* Includes teachers in special schools. *n* Number belonging December 1, 1876. *o* Estimated. *p* In union or mixed schools. *q* Includes 208 pupils in mixed schools. *r* Includes music teachers.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	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.	
		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.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
76	Pittsfield, Mass	.....	.....	.....	.....	3	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,070	.....
77	Salem, Mass	.....	.....	4	16	19	93	.....	.....	2,537	1,675	1,257	994	251	231	.....	.....	749	384	4,794	3,284
78	Springfield, Mass	.....	.....	3	5	12	129	11	152	2,210	.....	3,344	.....	336	.....	.....	.....	317	.....	6,267	4,346
79	Taunton, Mass	*a*4	*a*12	9	10	19	73	5	97	2,179	1,656	727	598	177	162	*a*496	*a*287	464	287	4,043	2,990
80	Weymouth, Mass	.....	.....	.....	.....	7	37	1	45	708	575	1,097	860	126	118	.....	.....	.....	.....	1,931	1,653
81	Woburn, Mass	.....	.....	1	1	6	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,977	1,498
82	Worcester, Mass	.....	.....	6	12	20	172	29	221	5,029	3,761	3,602	2,437	545	342	.....	.....	760	386	9,936	6,926
83	Adrian, Mich	.....	.....	.....	.....	1	28	.....	.....	765	469	534	358	150	112	.....	.....	.....	.....	1,449	989
84	Bay City, Mich	.....	.....	.....	.....	3	34	.....	.....	1,998	1,170	559	324	102	72	.....	.....	.....	.....	2,659	1,566
85	Detroit, Mich	.....	.....	.....	.....	9	212	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13,759	8,759
86	East Saginaw, Mich	0	0	0	0	*b*5	48	.....	.....	2,250	1,606	761	517	148	119	0	0	0	0	3,159	2,242
87	Grand Rapids, Mich	.....	.....	4	.....	13	75	.....	.....	3,356	2,001	1,268	905	302	261	.....	.....	.....	125	*c*5,398	3,292
88	Saginaw, Mich	.....	.....	.....	.....	*d*6	23	9	38	1,212	718	438	227	65	42	.....	.....	.....	.....	1,715	987
89	Minneapolis, Minn. *e*	.....	.....	.....	.....	2	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,388	.....
90	St. Paul, Minn. *	.....	.....	.....	.....	19	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,941	.....
91	Natchez, Miss	.....	.....	.....	.....	2	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	591	.....
92	Vicksburg, Miss	.....	.....	.....	.....	1	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,545	950
93	Hannibal, Mo	.....	.....	.....	.....	6	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,957	1,272
94	Kansas City, Mo	.....	.....	.....	.....	4	54	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,262	2,550
95	St. Joseph, Mo	.....	.....	.....	.....	11	42	.....	.....	2,597	1,764	717	426	196	125	.....	.....	.....	.....	3,510	2,385
96	St. Louis, Mo	1	11	28	89	78	707	.....	.....	27,549	16,074	9,216	8,022	1,334	1,056	291	186	5,273	2,368	43,663	27,706
97	Omaha, Nebr	.....	.....	.....	.....	4	38	.....	.....	2,049	.....	484	.....	59	.....	.....	.....	.....	.....	2,592	1,613
98	Manchester, N. H	.....	.....	1	3	9	69	.....	.....	2,900	.....	1,432	.....	235	.....	.....	.....	.....	.....	4,567	.....
99	Nashua, N. H	.....	.....	.....	.....	3	44	2	49	811	.....	720	.....	147	.....	.....	.....	.....	.....	1,678	1,493
100	Portsmouth, N. H	.....	.....	.....	.....	9	31	4	44	640	.....	788	.....	.....	.....	.....	.....	.....	.....	1,428	.....
101	Camden, N. J	.....	.....	.....	.....	7	96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,270	4,039
102	Elizabeth, N. J *f*	.....	.....	3	7	6	53	62	121	1,643	1,456	531	423	145	134	.....	.....	599	215	2,919	2,298
103	Jersey City, N. J	0	0	0	0	17	256	.....	.....	12,000	6,000	7,000	3,800	463	258	0	0	0	0	19,463	10,058
104	Newark, N. J	4	.....	28	8	55	227	.....	.....	12,549	6,780	4,353	2,864	454	342	135	88	1,479	859	18,970	10,933

105	New Brunswick, N. J	0	0	3	1	3	39	.....	.....	1,722	918	613	524	120	103	.....	.....	130	95	2,585	1,638
106	Orange, N. J	.....	.....	.....	.....	2	28	.....	.....	987	636	404	269	71	45	.....	.....	.....	.....	1,462	941
107	Paterson, N. J	*g*4	.....	*g*6	*g*15	9	93	.....	.....	3,754	3,008	619	573	98	85	122	105	605	372	5,198	4,143
108	Trenton, N. J	.....	.....	5	.....	9	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,691	2,328
109	Auburn, N. Y	.....	.....	.....	.....	2	45	*h*21	68	1,563	1,069	775	531	205	147	.....	.....	.....	.....	2,543	1,747
110	Binghamton, N. Y	.....	.....	.....	.....	6	48	18	72	1,971	1,398	786	337	430	388	.....	.....	.....	.....	3,187	2,123
111	Buffalo, N. Y	.....	.....	.....	.....	30	330	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20,240	13,320
112	Cohoes, N. Y	.....	.....	3	16	4	52	4	60	2,300	1,056	552	248	175	75	.....	.....	.....	.....	3,027	1,379
113	Elmira, N. Y	.....	.....	.....	.....	6	72	.....	.....	2,461	1,956	1,611	1,113	149	136	.....	.....	.....	.....	4,221	3,205
114	Ithaca, N. Y	.....	.....	.....	.....	3	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,769	1,158
115	Kingston, N. Y *i*	.....	.....	.....	.....	6	22	4	32	.....	557	.....	426	.....	176	.....	.....	.....	.....	1,604	1,159
116	Lockport, N. Y	.....	.....	.....	.....	5	37	.....	.....	1,280	675	1,089	777	432	223	.....	.....	.....	.....	2,801	1,675
117	Long Island City, N. Y	.....	.....	.....	.....	4	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,575	1,647
118	Newburgh, N. Y	.....	.....	.....	.....	6	43	.....	.....	1,821	1,392	413	351	186	149	.....	.....	160	78	2,580	1,970
119	New York, N. Y	.....	.....	.....	.....	421	2,912	.....	.....	160,090	73,581	70,446	38,652	.....	.....	2,741	1,692	20,679	7,813	253,956	121,738
120	Ogdensburg, N. Y	.....	.....	.....	.....	2	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,764	.....
121	Oswego, N. Y	.....	.....	.....	.....	4	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	121	5	3,917	2,732
122	Poughkeepsie, N. Y	.....	.....	.....	.....	1	57	.....	.....	3,140	1,961	411	290	254	154	.....	.....	.....	.....	3,805	2,405
123	Rochester, N. Y	.....	.....	8	2	28	187	62	277	7,961	3,994	3,036	2,485	414	357	.....	.....	190	175	11,601	7,011
124	Rome, N. Y	.....	.....	.....	.....	1	28	.....	.....	1,400	735	523	311	180	128	.....	.....	.....	.....	2,103	1,174
125	Saratoga Springs, N. Y	.....	.....	.....	.....	4	23	11	38	1,189	787	287	197	108	70	.....	.....	.....	.....	1,584	1,054
126	Schenectady, N. Y	.....	.....	.....	.....	1	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,183	1,493
127	Syracuse, N. Y	.....	.....	.....	.....	9	188	.....	.....	5,263	3,743	3,185	2,221	372	264	.....	.....	.....	.....	8,820	6,228
128	Troy, N. Y	0	0	*g*7	*g*3	15	126	.....	.....	5,922	.....	2,061	.....	107	.....	0	0	1,192	530	9,282	5,474
129	Utica, N. Y	.....	.....	1	2	8	84	18	110	3,909	2,644	535	412	124	90	.....	.....	118	41	4,776	3,187
130	Watertown, N. Y	.....	.....	.....	.....	2	40	4	46	1,178	677	586	413	251	177	.....	.....	.....	.....	2,015	1,267
131	Yonkers, N. Y	.....	.....	.....	.....	12	36	.....	.....	.....	800	.....	860	.....	.....	.....	.....	.....	.....	3,195	1,660
132	Akron, Ohio	.....	.....	.....	.....	1	45	.....	.....	1,745	1,296	640	515	160	122	.....	.....	.....	.....	2,545	1,933
133	Canton, Ohio	.....	.....	.....	.....	6	30	.....	.....	1,289	821	474	312	86	68	.....	.....	.....	.....	1,849	1,201
134	Chillicothe, Ohio*	.....	.....	.....	.....	3	38	10	51	957	648	727	557	106	91	.....	.....	.....	.....	1,790	1,296
135	Cincinnati, Ohio	1	4	.....	.....	*j*104	*j*470	.....	.....	24,594	17,933	4,384	3,632	924	788	78	53	*k*20	*k*17	30,000	22,423
135	Cleveland, Ohio	1	3	3	4	23	309	.....	.....	16,133	10,412	3,967	3,096	620	520	51	42	525	143	21,296	14,213
137	Columbus, Ohio	.....	.....	*l*8	*l*1	12	114	.....	.....	4,482	3,230	1,947	1,547	368	305	.....	.....	*l*213	*l*71	6,797	5,082
138	Dayton, Ohio	.....	1	3	0	20	87	.....	.....	*m*4,865	*m*3,517	.....	.....	191	166	21	17	169	69	5,246	3,769
139	Hamilton, Ohio	0	0	0	0	8	22	11	41	1,219	842	360	306	130	94	0	0	0	0	1,709	1,242
140	Mansfield, Ohio	.....	.....	.....	.....	1	30	.....	.....	1,434	1,056	145	133	132	109	.....	.....	.....	.....	1,711	1,298
141	Newark, Ohio	.....	.....	.....	.....	4	32	5	41	1,139	740	414	311	112	82	.....	.....	60	35	1,716	1,168
142	Portsmouth, Ohio	.....	.....	.....	.....	3	35	4	42	1,502	1,021	461	338	96	78	.....	.....	.....	.....	2,059	1,437
143	Sandusky, Ohio	.....	.....	.....	.....	7	38	.....	.....	2,135	1,482	436	330	86	63	.....	.....	.....	.....	2,657	1,875
144	Springfield, Ohio	.....	.....	.....	.....	2	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,590	1,796
145	Steubenville, Ohio	.....	.....	2	.....	8	28	8	44	1,319	903	766	613	123	108	.....	.....	55	21	2,263	1,645
146	Toledo, Ohio	.....	.....	*n*2	*n*3	15	111	.....	.....	5,725	3,027	1,338	963	192	156	.....	.....	.....	.....	7,255	4,146
147	Zanesville, Ohio	.....	.....	.....	.....	6	58	.....	.....	*m*2,783	*m*1,998	.....	.....	163	120	.....	.....	.....	.....	2,946	2,118
148	Portland, Oreg	.....	.....	.....	.....	9	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,870	1,288
149	Allegheny, Pa	.....	.....	.....	.....	15	181	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11,980	7,460
150	Allentown, Pa	.....	.....	.....	.....	12	43	.....	.....	2,158	1,299	1,269	820	110	92	.....	.....	.....	.....	3,537	2,211
151	Altoona, Pa	.....	.....	1	.....	10	29	7	46	1,803	1,597	366	317	45	38	.....	.....	40	32	2,254	1,984

* From Report of the Commissioner of Education for 1875. *a* In rural or ungraded schools. *b* Includes special teachers and superintendent. *c* Includes pupils in evening schools. *d* Includes two special teachers. *e* West division. *f* The enrolment and attendance are for December 31, 1876. *g* These teach in the day schools also. *h* Estimated. *i* The statistics are for the Kingston school district only. *j* Includes special teachers. *k* In deaf mute school. *l* Evening schools are not included in the total. *m* In primary and grammar schools. *n* These are special teachers.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*——Continued.

	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.	
		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.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
152	Carbondale, Pa	0	0	0	0	6	14	5	25	1,122	608	766	388	77	45	0	0	0	0	1,965	1,041
153	Chester, Pa	....	....	1	7	2	*a*37	7	46	1,416	995	174	149	93	81	.....	.....	444	282	2,127	1,507
154	Danville, Pa	....	....	....	....	6	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,679	1,127
155	Erie, Pa	....	....	3	....	11	67	.....	.....	2,570	1,483	1,224	859	210	128	.....	.....	263	157	4,267	2,627
156	Harrisburg, Pa	....	....	....	....	27	68	23	118	3,328	2,664	673	548	151	130	.....	.....	.....	.....	4,152	3,342
157	Lancaster, Pa	....	....	3	2	10	56	34	100	.....	.....	.....	.....	.....	.....	.....	.....	188	.....	2,813	2,297
158	Norristown, Pa	....	....	....	....	*b*6	34	.....	.....	1,592	821	615	499	96	80	.....	.....	.....	.....	2,303	1,400
159	Philadelphia, Pa	....	....	....	....	77	1,856	.....	.....	50,735	42,418	14,351	13,282	644	644	902	774	*c*32,659	*c*27,441	99,291	84,559
160	Pittsburg, Pa	....	....	....	....	53	282	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21,488	14,501
161	Pottsville, Pa	....	....	....	....	6	49	.....	.....	1,381	1,273	741	629	77	74	.....	.....	.....	.....	2,199	1,976
162	Reading, Pa	....	....	....	....	3	130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,252	4,999
163	Scranton, Pa., 4th dist	....	....	....	....	5	56	.....	.....	3,252	1,771	.....	277	.....	28	.....	.....	.....	.....	3,816	2,076
164	Titusville, Pa	....	....	....	....	1	28	6	35	1,256	897	318	212	76	68	.....	.....	.....	.....	1,650	1,177
165	Wilkes-Barre, Pa., 3d dist	....	....	....	....	5	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,604	.....
166	Williamsport, Pa	....	....	....	....	12	49	.....	.....	2,547	2,139	873	732	98	87	.....	.....	.....	.....	3,518	2,958
167	York, Pa	....	....	....	....	10	27	7	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,382	1,733
168	Newport, R. I	....	....	2	9	7	*b*44	.....	.....	1,261	1,159	456	416	120	115	.....	.....	279	112	2,116	1,802
169	Providence, R. I	....	....	....	....	15	269	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13,240	.....
170	Warwick, R. I	....	....	....	....	8	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,882	1,233
171	Woonsocket, R. I	0	....	3	6	7	26	8	41	1,168	719	356	307	43	43	.....	.....	424	134	1,991	1,203
172	Chattanooga, Tenn	....	....	....	....	7	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,630	.....
173	Knoxville, Tenn	....	....	3	....	*d*7	17	11	35	1,179	766	321	83	.....	.....	.....	.....	129	.....	*d*1,500	849
174	Memphis, Tenn	....	....	....	....	8	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,808	.....
175	Nashville, Tenn	....	....	....	....	14	60	.....	.....	2,560	.....	1,378	.....	221	.....	.....	.....	.....	.....	4,159	2,943
176	Honston, Tex	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	.....
177	Burlington, Vt	....	....	....	....	2	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,250	.....
178	Rutland, Vt	....	....	....	....	3	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	675	.....
179	Alexandria, Va	....	....	....	....	3	15	36	54	812	540	325	234	.....	.....	.....	.....	.....	.....	1,137	774
180	Lynchburg, Va	....	....	....	....	10	15	.....	.....	795	424	415	273	115	84	.....	.....	.....	.....	1,325	781

181	Norfolk, Va	----	----	----	----	6	18	------	------	896	610	448	305	------	------	------	------	------	------	1,344	915
182	Portsmouth, Va	----	----	----	----	4	9	------	------	------	------	------	------	------	------	------	------	------	------	820	479
183	Richmond, Va	----	----	----	----	18	107	125	250	------	------	------	------	------	------	------	------	------	------	5,239	4,410
184	Wheeling, W. Va	----	----	7	12	16	87	------	------	4,025	2,521	465	242	------	------	------	------	677	461	5,167	3,234
185	Fond du Lac, Wis	----	----	----	----	2	*e*47	------	------	------	------	------	------	------	------	------	------	------	------	3,084	1,758
186	Janesville, Wis*	----	----	----	----	2	28	------	------	------	------	------	------	------	------	------	------	------	------	1,750	------
187	La Crosse, Wis	----	0	----	0	6	27	------	------	------	------	------	------	------	------	------	------	------	------	1,993	1,870
188	Madison, Wis	----	----	----	----	2	28	------	------	------	------	------	------	------	------	------	------	------	------	1,800	------
189	Milwaukee, Wis*	----	----	----	----	46	144	------	------	------	------	------	------	------	------	------	------	------	------	12,745	7,548
190	Racine	----	----	----	----	4	34	14	52	------	------	------	------	------	------	------	------	------	------	2,262	1,587
191	Georgetown, D. C*f*	0	1	0	0	11	173	------	------	8,565	6,620	3,323	2,564	175	140	20	20	0	0	12,083	9,344
192	Washington, D. C*f*																				

* From Report of the Commissioner of Education for 1875. *a* Does not include teachers in evening schools. *b* Includes special teachers. *c* In secondary or intermediate schools. *d* Evening schools are not included in the total. *e* Includes one model teacher. *f* These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—CONTINUED.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
1	Little Rock, Ark	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	$1,500	.....	.....	*a*$550	.....	.....	.....	*a*$600
2	San Francisco, Cal	.....	.....	.....	.....	47	40	27	.....	21	43	4,000	$3,000	.....	1,500	$2,400	$2,220	$1,140	1,140
3	San José, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	.....	.....	750	1,250	1,250	900	900
4	Stockton, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900	.....	$900	900	1,200	1,200	1,200	1,200
5	Denver, Colo *b*	.....	.....	.....	.....	57	50	25	.....	.....	.....	2,500	.....	.....	1,000	.....	1,000	.....	700
6	Bridgeport, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,200	.....	.....	425	1,300	700	475	450
7	Greenwich, Conn*	55	43	1,601	744	.....	.....	.....	.....	.....	28	.....	.....	1,200	500	.....	.....	.....	.....
8	Hartford, Conn	1,337	.....	8,394	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	New Britain, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	39.5	900	.....	.....	400	700	.....	.....	400
10	New Haven, Conn	.....	.....	.....	.....	43	34	24	.....	16	37	3,000	.....	.....	1,200	2,500	750	.....	.....
11	New London, Conn	45	.....	2,131	.....	.....	.....	.....	.....	.....	33	400	.....	.....	300	1,200	.....	.....	.....
12	Norwalk, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	*c*2,000	.....	1,025	500	.....	.....	.....	533
13	Stamford, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	.....	.....	*d*925	*d*410	.....	.....	.....	.....
14	Wilmington, Del	.....	.....	.....	.....	.....	(39)	.....	.....	.....	.....	1,800	.....	.....	378	.....	800	.....	480
15	Atlanta, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	2,500	.....	.....	550	1,500	.....	.....	475
16	Augusta, Ga	300	275	1,676	1,475	.....	.....	.....	.....	.....	45	1,500	.....	.....	.....	.....	.....	.....	.....
17	Columbus, Ga	500	350	1,672	1,206	.....	.....	.....	.....	.....	.....	1,800	.....	.....	360	722	.....	.....	495
18	Macon, Ga *e*	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	2,000	.....	.....	450	1,000	.....	.....	450
19	Savannah, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,800	.....	.....	750	1,350	900	.....	.....
20	Alton, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	43.9	2,000	.....	.....	383	.....	437	.....	458
21	Belleville, Ill	.....	.....	.....	.....	42	50	41	.....	.....	45	1,700	.....	466	338	875	506	.....	.....
22	Bloomington, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	1,500	.....	.....	.....	.....	607	.....	.....
23	Chicago, Ill	.....	.....	.....	.....	57	57	38	46	.....	.....	3,000	2,700	.....	1,080	1,800	1,800	*f*840	*f*650
24	Decatur, Ill	.....	.....	.....	.....	53	50	31	.....	.....	.....	2,000	.....	.....	450	1,200	700	.....	500
25	Galesburg, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,800	.....	.....	.....	.....	.....	.....	.....
26	Jacksonville, Ill	.....	.....	.....	.....	45	38	22	.....	.....	35.3	1,500	.....	.....	500	1,000	800	.....	500
27	Joliet, Ill*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	600	.....	375
28	Peoria, Ill	1,508	.....	5,612	.....	42.6	42.6	29.1	.....	.....	41.5	.....	.....	.....	.....	1,400	800	.....	450
29	Quincy, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,300	.....	.....	511	.....	600	.....	533

30	Rockford, Ill *a*															450	1,200			
31	Rock Island, Ill											43	1,800			525	1,000			465
32	Springfield, Ill											48.2	1,600			489	1,125	1,125		472
33	Fort Wayne, Ind	2,200	1,650	5,744	4,243	44	34	24	4			39	2,000		733	583		1,100		440
34	Indianapolis, Ind					(47.7)							2,800	*g*1,900		742	1,050	954	550	541
35	Jeffersonville, Ind												400		475	380	800	427		
36	Lafayette, Ind					60	45	25				40	1,900							
37	Logansport, Ind											41	2,000		400	400	575	400		403
38	Madison, Ind																			
39	Richmond, Ind					40	28.4	33				35.1	2,000			574		688		451
40	South Bend, Ind											49	1,200							
41	Terre Haute, Ind *a*											36	2,500	1,200	550	550	1,000	800	575	600
42	Burlington, Iowa											34	2,000			750	968			
43	Council Bluffs, Iowa												2,000			500	1,100	550		
44	Davenport, Iowa					44	44.4	52	8.5	24.6	44		2,000		600		1,200	1,200		645
45	Des Moines, west side, Ia										39		1,800		455	455	1,100	1,100	455	455
46	Dubuque, Iowa																			
47	Atchison, Kans										55		1,500			550	550	550		550
48	Lawrence, Kans												1,200		(467.50)		(552.50)		(552.50)	
49	Leavenworth, Kans												2,000							
50	Covington, Ky												1,500				1,350			600
51	Lexington, Ky										50		1,500		*h*1,300					
52	Louisville, Ky												3,000	1,650	(828)		(1,650)		(712)	
53	Newport, Ky										50		2,000			425	1,450			650
54	New Orleans, La *a*										35		3,000	2,500	(1,000)		(1,500)		(1,000)	
55	Bangor, Me										40.3		1,000			333	1,200			437
56	Biddeford, Me *a*												300			375	1,200			450
57	Lewiston, Me					37	43	40	25		37		2,000			300	1,700			400
58	Portland, Me					58	45	32					2,500			500	1,700	750		
59	Baltimore, Md					45	41	33			44									
60	Adams, Mass																			
61	Boston, Mass					45.4	46.8	25.1					4,500	4,000		*a*800	*a*3,200	2,000		*a*1,200
62	Cambridge, Mass					47	45	35					3,000			700	2,250			700
63	Chicopee, Mass														360		1,320	600		440
64	Fall River, Mass *a*					33	36	24		14			2,360	400		520	1,800	800		500
65	Fitchburg, Mass	40	40	2,509	1,923	30.7	37.5	27.5		12			1,800			400	1,200	1,200		450
66	Haverhill, Mass *a*	40	34	2,672	2,127	47.7	32	20	*i*19		38.7					550	1,500	1,200		600
67	Holyoke, Mass	1,320	1,050	3,697	2,427	32	32	26		34	26		1,600			440	1,600			440
68	Lawrence, Mass*	1,200	950	6,831	4,500	43	36	24		12	32		3,000			575	2,000	650		545
69	Lowell, Mass					52	38	30		10			2,300				1,700			
70	Lynn, Mass					40.9	41.5	29.6									1,343			
71	Marlboro', Mass															311	1,000			432
72	Milford, Mass																			
73	New Bedford, Mass											37	2,500			650	1,800			650
74	Newburyport, Mass					35	33	36								400	1,200	500		400
75	Newton, Mass						35.2	31.5					2,700				2,000	750		
76	Pittsfield, Mass															280	1,000			245

* From Report of the Commissioner of Education for 1875. *a* These are the maximum salaries. *b* The statistics are for only five-sixths of the city. *c* The superintendent also teaches. *d* Of teachers in all schools of the town. *e* Including Bibb County. *f* Of head assistants. *g* Salary of male assistant; female assistant, $1,200. *h* Principals of white schools; assistants receive from $500 to $650; principals of colored schools receive $360; assistants, $210. *i* In union or mixed schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrol'ed.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
77	Salem, Mass	725	.....	5,519	.....	36	34	29	.....	19	32	$2,500	.....	.....	$600	$1,800	$1,000	.....	$529
78	Springfield, Mass	280	.....	6,547	.....	.....	.....	.....	.....	.....	33	3,500	.....	.....	640	2,000	1,100	.....	580
79	Taunton, Mass	193	146	4,236	3,156	45	37	41	a18	24	35	2,000	.....	.....	491	1,250	700	.....	450
80	Weymouth, Mass	30	18	1,951	1,671	52	33	30	.....	.....	38.4	1,500	.....	.....	300	1,000	410	.....	340
81	Woburn, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	1,800	.....	.....	425	1,000	475	.....	.....
82	Worcester, Mass	.....	.....	.....	.....	43	36	34	.....	30	.....	3,000	.....	.....	544	2,000	750	$500	575
83	Adrian, Mich	.....	.....	.....	.....	33	35	23	.....	.....	33	2,000	.....	.....	560	.....	.....	.....	370
84	Bay City, Mich	.....	.....	.....	.....	48	40	29	.....	.....	43	1,800	.....	.....	425	900	500	.....	425
85	Detroit, Mich *b*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	.....	.....	725	1,500	1,200	.....	775
86	East Saginaw, Mich	.....	.....	.....	.....	51	34	30	.....	.....	45	3,000	.....	.....	450	800	700	.....	456
87	Grand Rapids, Mich	1,046	.....	6,444	.....	44	36	45	.....	.....	.....	2,500	.....	.....	480	1,650	560	.....	550
88	Saginaw, Mich	500	300	2,215	1,287	37.8	25.2	14	.....	.....	31.8	2,000	.....	$1,000	350	750	475	.....	.....
89	Minneapolis, Minn *c*	.....	.....	.....	.....	.....	.....	.....	.....	.....	34	2,500	.....	.....	600	850	850	.....	600
90	St. Paul, Minn *	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500	.....	750	750	1,500	600	.....	600
91	Natchez, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	Vicksburg, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	270	.....	585	585	975	975	731	731
93	Hannibal, Mo *b*	.....	.....	.....	.....	65	29	33	.....	.....	45	.....	.....	.....	495	900	.....	.....	540
94	Kansas City, Mo *b*	.....	.....	.....	.....	.....	.....	.....	.....	.....	42.5	2,000	.....	900	900	.....	.....	.....	600
95	St. Joseph, Mo	.....	.....	.....	.....	52	35	25	.....	.....	46	2,400	.....	.....	630	1,080	1,080	540	540
96	St. Louis, Mo	.....	.....	.....	.....	52	37	26	17	24	.....	4,000	$2,750	.....	995	2,120	1,975	790	665
97	Omaha, Nebr	.....	.....	.....	.....	.....	.....	.....	.....	.....	38.4	2,000	.....	.....	850	1,500	1,200	750	650
98	Manchester, N. H	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	1,500	.....	.....	400	1,250	450	.....	450
99	Nashua, N. H	.....	.....	.....	.....	.....	.....	.....	.....	.....	37.3	800	.....	.....	425	1,350	.....	.....	450
100	Portsmouth, N. H *b*	80	.....	1,508	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	425	1,008	500	.....	500
101	Camden, N. J	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	1,084	.....	.....	550	1,600	800	.....	450
102	Elizabeth, N. J	1,923	1,779	4,842	4,077	52	38	17	.....	21	39	500	.....	.....	590	.....	625	.....	525
103	Jersey City, N. J	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,250	.....	.....	1,200	2,316	.....	.....	.....
104	Newark, N. J	.....	.....	.....	.....	48	40	31	22	26	.....	2,500	.....	1,100	700	1,900	.....	.....	612
105	New Brunswick, N. J	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	d2,500	.....	.....	566	e800	550	.....	460

106	Orange, N. J					40	29	23			35	*f* 2,400			700				500
107	Paterson, N. J					39	27	21	26	18	34	2,660		557	365	1,032			468
108	Trenton, N. J											600		1,260	650	1,200		1,200	500
109	Auburn, N. Y	*g*1,085	*g*832	3,628	2,579	45	31	29			37	1,500			450		660		450
110	Binghamton, N. Y	507		3,694		45	29	39			40	*f*2,150			460	1,150			460
111	Buffalo, N. Y	10,000	8,800	33,144	22,120						33	3,000			653	1,400	675		550
112	Cohoes, N. Y	500	200	3,527	1,519	48	41	25		45					480		820		500
113	Elmira, N. Y					54.3	30	27.2			39.3	3,000			*b*480	1,500			*b*550
114	Ithaca, N. Y										37	2,000			450	1,500	550		408
115	Kingston, N. Y *h*		150		1,303	43.4	42.6	35.2			41.4				450	900	450		450
116	Lockport, N. Y	450	250	3,251	1,925	36	55.5	24				1,200			600		900		450
117	Long Island City, N. Y	264	150	3,839	1,797						44.5	500			520	1,725			520
118	Newburgh, N. Y										40	2,000			660	1,200			483
119	New York, N. Y					50	35			30	41	5,500	4,143		*b*1,800	*b*3,000	*b*2,006	*b*1,880	767
120	Ogdensburg, N. Y											1,200			350	700			
121	Oswego, N. Y										40	1,800			525	1,500	800		
122	Poughkeepsie, N. Y					48	29	22			33				400	550			355
123	Rochester, N. Y	6,852	4,002	18,453	11,013	31	36	40		17.5	33	1,800			600	1,350	866		425
124	Rome, N. Y					61.2	29.1	21.3				2,000			350		600		280
125	Saratoga Springs, N. Y					18					27	1,800			480	1,000			480
126	Schenectady, N. Y					55	46	26			45	2,000			350		575		400
127	Syracuse, N. Y											2,000			606	1,300	700		514
128	Troy, N. Y								35	25	33	2,300		750	550	1,500	800		415
129	Utica, N. Y	1,400	650	6,116	3,837	41	31	13		14	38	2,500			500	1,800	650		475
130	Watertown, N. Y	110	100	2,125	1,367	34	26	29			30	1,400			334		523		295
131	Yonkers, N. Y	741		3,936		41	41					1,500			600	3,000	1,200	1,200	809
132	Akron, Ohio					48	40	30			44	2,500			650		710		415
133	Canton, Ohio					39	26	23			33	1,800			350	900	850		400
134	Chillicothe, Ohio*	411		2,201		31	33	26			31	2,000		450	402		750	400	425
135	Cincinnati, Ohio					42	33	33			39	3,500		1,881	610	2,100		1,350	750
136	Cleveland, Ohio					52	38	26	*d*21	20	46	4,000	*f*2,333	425	546		988		658
137	Columbus, Ohio					46	41	34		25		3,000	2,000		800	973	1,000	600	612
138	Dayton, Ohio	1,994	1,197	7,240	4,966	37		25	17	28	36	3,000		950	800	1,500	1,500		636
139	Hamilton, Ohio	962	578	2,671	1,820	44.3	38.2	31.3			41.4	2,200		683	475	750			562
140	Mansfield, Ohio	150	140	1,861	1,438	55	47	37				1,800			360		445		
141	Newark, Ohio	250	210	1,966	1,378	37	35	52		35	42	1,800		500	365				440
142	Portsmouth, Ohio	220	155	2,279	1,592	38	42	39			38	1,800			500		550		
143	Sandusky, Ohio					45	33	21				2,500			600	1,200			
144	Springfield, Ohio	583		3,173							38	1,800				1,000	1,000		
145	Steubenville, Ohio	375	300	2,638	1,945	54	51	27		10	48	1,700		525	400	925	575		450
146	Toledo, Ohio											3,000		630	600	1,200	900		*b*625
147	Zanesville, Ohio	500		3,446			(36.3)	30			36	2,000			450	850	850		480
148	Portland, Oreg										44	900			600	1,800		725	725
149	Allegheny, Pa																		
150	Allentown, Pa *b*					43	37	30				*f*1,350			360	700	500		
151	Altoona, Pa	700	589	2,954	2,573	59	32	38		32	51	1,000		423	361	487	487		
152	Carbondale, Pa	180	150	2,145	1,131							300		630	315	900	315		

* From Report of the Commissioner of Education for 1875.
a In rural or ungraded schools.
b These are the maximum salaries.
c West division.
d The city superintendent is principal of all public schools.
e Vice principals.
f The superintendent is also principal of the high school.
g Estimated.
h The statistics are for the Kingston school district only.
i Excluding critic teachers.
j Male assistants; female assistants receive $1,250 average annual salary.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
153	Chester, Pa	200	150	2,327	1,657	.....	.....	.....	.....	.....	.....	$500	.....	.....	$450	.....	$600	.....	$550
154	Danville, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	236	.....	.....	.....	.....
155	Erie, Pa	.....	.....	.....	.....	30	41	25	.....	52	.....	2,200	.....	.....	400	.....	725	.....	440
156	Harrisburg, Pa	500	500	4,652	3,842	40	28	19	.....	.....	.....	1,500	.....	$615	407	$720	577	.....	425
157	Lancaster, Pa	810	.....	3,623	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	385	715	440	.....	390
158	Norristown, Pa	.....	.....	.....	.....	38	40	34	.....	.....	.....	1,500	.....	.....	430	700	550	.....	420
159	Philadelphia, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	.....	.....	.....	.....	.....	.....	.....	.....
160	Pittsburg, Pa *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	3,000	.....	.....	500	1,600	.....	($650)	.....
161	Pottsville, Pa	.....	.....	.....	.....	39	30	25	.....	.....	35	1,800	.....	.....	350	650	400	.....	450
162	Reading, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	1,200	.....	330	330	520	520	.....	.....
163	Scranton, Pa., 4th dist	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	400	.....	500	.....	400
164	Titusville, Pa	300	150	1,950	1,327	60	23	17	.....	.....	45	1,800	.....	.....	625	.....	.....	.....	603
165	Wilkes-Barre, Pa., 3d dist	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	1,025	.....	.....	612
166	Williamsport, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....
167	York, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	41	1,800	.....	360	360	.....	495	.....	.....
168	Newport, R. I	.....	.....	.....	.....	55	35	23	.....	12	.....	2,000	.....	.....	440	1,350	800	.....	520
169	Providence, R. I *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500	.....	.....	525	2,000	.....	.....	725
170	Warwick, R. I	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	200	.....	.....	307	690	370	.....	.....
171	Woonsocket, R. I	643	300	2,634	1,503	55	31	43	.....	12	.....	500	.....	.....	400	1,116	.....	.....	.....
172	Chattanooga, Tenn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,800	.....	.....	.....	.....	.....	.....	.....
173	Knoxville, Tenn	350	.....	1,850	.....	45	28	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....
174	Memphis, Tenn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500	.....	.....	585	900	.....	.....	.....
175	Nashville, Tenn	500	500	4,659	3,443	.....	.....	.....	.....	.....	40	2,500	.....	.....	700	1,300	.....	.....	600
176	Houston, Tex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	Burlington, Vt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	500	.....	1,000	700	.....
178	Rutland, Vt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	362	.....	600	475	390
179	Alexandria, Va	725	650	1,862	1,424	42	47	.....	.....	.....	43	245	.....	.....	450	750	575	600	500
180	Lynchburg, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	1,285	.....	475	425	750	750	575	425
181	Norfolk, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	976	.....	.....	600	1,000	600	.....	.....

182	Portsmouth, Va										30	600							
183	Richmond, Va	3,825	3,075	9,064	7,485	50	40	30			40	2,000		1,267		1,267		495	495
184	Wheeling, W. Va					37	27			33	35	1,100		800		1,100	1,100		440
185	Fond du Lac, Wis *a*											800			400	600	600		400
186	Janesville, Wis*											1,560			348	480	480		
187	La Crosse, Wis										60	800				1,100			
188	Madison, Wis *a*											2,000			444		555		
189	Milwaukee, Wis*										43	3,000		860	600	1,500		700	600
190	Racine, Wis											*a*600			*a*450	1,050	600		
191	Georgetown, D. C *b*					54	49		20		53	2,500			675	1,616	928	1,000	425
192	Washington, D. C *b*																		

* From Report of the Commissioner of Education for 1875. *a* These are the maximum salaries. *b* These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1876, *&c.*—Continued.

	City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					
	1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
1	Little Rock, Ark	*a*$1,000			*a*$700								$7,000	$38,500	($5,215)		$50,715
2	San Francisco, Cal	3,500		$2,250	1,800			$600	$600	$1,950	$2,100		1,500,000	825,000	$150,000	$20,000	2,495,000
3	San José, Cal	1,500		1,325							600	$960	30,000	100,000	20,000	2,000	152,000
4	Stockton, Cal	2,000	$1,200	1,800	1,200					1,200		1,200	(155,000)		10,000	3,000	168,000
5	Denver, Colo*b*	1,800			1,000								39,500	114,000	42,000	1,000	196,500
6	Bridgeport, Conn	1,800			650					1,200			(135,000)			9,000	144,000
7	Greenwich, Conn*	1,200											1,900	15,000	1,250	200	18,350
8	Hartford, Conn												964,687	714,339	25,493	30,750	1,755,269
9	New Britain, Conn	2,000										(1,200)	(90,000)		9,000	500	99,500
10	New Haven, Conn	3,000		2,500	1,200					2,500	2,500		(510,400)			2,500	512,900
11	New London, Conn	1,500	1,200							500			9,000	100,000	5,000	1,000	115,000
12	Norwalk, Conn												23,000	80,000	6,000	2,000	111,000
13	Stamford, Conn*																
14	Wilmington, Del	1,200	1,000		550												265,338
15	Atlanta, Ga	1,800		1,500	900								18,000	65,000	12,000	500	95,500
16	Augusta, Ga																
17	Columbus, Ga		405							90			3,000	20,000	*c*4,000	500	27,500
18	Macon, Ga*d*	1,200															35,000
19	Savannah, Ga	2,000												100,000	10,000		110,000
20	Alton, Ill	900	708										(70,000)		2,000	500	72,500
21	Belleville, Ill	1,350								850			50,000	60,000	2,500	500	113,000
22	Bloomington, Ill		810											(229,301)		1,170	230,471
23	Chicago, Ill	{2,700 {2,250	}	2,040	825	$2,250				1,800	1,800		1,023,900		(1,547,125)		2,571,026
24	Decatur, Ill	1,200			600								15,000	75,882	10,000	500	101,382
25	Galesburg, Ill												20,000	120,000		200	140,200
26	Jacksonville, Ill	1,200			583								18,900	131,000	10,000	450	160,350
27	Joliet, Ill*	1,200			550								15,000	40,000	10,000	400	65,400
28	Peoria, Ill	1,800			750								33,100	124,200	11,000	1,200	169,500
29	Quincy, Ill	1,600		975	733								(210,000)		9,500	1,000	220,500

30	Rockford, Ill	1,500		500	800													118,000
31	Rock Island, Ill		1,000	730	765									35,000	65,000	5,000	300	105,300
32	Springfield, Ill	1,500		1,125	780													150,000
33	Fort Wayne, Ind	1,800		1,200	637		$1,000			1,200	1,200	800		57,050	126,750	15,550	4,400	203,750
34	Indianapolis, Ind	2,000		1,100	1,100	1,200				1,600	1,600	1,600		317,100	489,855	46,971	3,842	857,768
35	Jeffersonville, Ind	900		800	570									7,000	46,000	4,000	100	57,100
36	Lafayette, Ind	1,500		1,000	800									100,000	60,000	15,000	5,000	180,000
37	Logansport, Ind	1,200			617		800											175,500
38	Madison, Ind													12,500	47,500			60,000
39	Richmond, Ind	1,200		861	665					1,000				22,500	40,000	10,000	200	72,700
40	South Bend, Ind	1,200													(125,000)		500	125,500
41	Terre Haute, Ind		900	800	800			120		960	300				(215,000)		1,500	216,500
42	Burlington, Iowa	1,500		1,100			750	400		1,200				20,000	100,000	10,000	4,000	134,000
43	Council Bluffs, Iowa	950	1,000															
44	Davenport, Iowa	1,500			966		1,000	336			1,000	750		55,000	188,000	23,000	1,000	266,000
45	Des Moines, west side, Ia	1,500			700									29,200	125,000	5,500	400	220,100
46	Dubuque, Iowa	1,000	525															
47	Atchison, Kans	600												7,000	60,000	5,500	600	73,100
48	Lawrence, Kans		(850)		(595)										(97,500)	9,000		106,500
49	Leavenworth, Kans	1,590													(170,345)	(33,167)		203,512
50	Covington, Ky	1,800		1,100	750									45,000	150,000	7,800	1,000	203,800
51	Lexington, Ky																	
52	Louisville, Ky		(3,000)	1,714	975	2,000				1,025				204,590		(628,800)		833,390
53	Newport, Ky				1,000					(600)								
54	New Orleans, La														664,450	60,000	2,500	726,950
55	Bangor, Me	2,000			618					400		875		45,000	130,000	15,000	500	190,500
56	Biddeford, Me	1,500			650									9,000		(40,600)		49,000
57	Lewiston, Me	1,800			600		800			900								168,700
58	Portland, Me	2,500		1,800	500					1,000	(1,500)			50,000	300,000	25,000	1,000	376,000
59	Baltimore, Md																	
60	Adams, Mass																	160,000
61	Boston, Mass	*a*4,000		*a*3,200	*a*1,800	4,000	*a*1,800			*a*3,300	*a*3,300				(7,919,390)		(640,610)	8,560,000
62	Cambridge, Mass	3,600					900			2,250	800			175,589	407,000	35,000	2,000	619,589
63	Chicopee, Mass	1,820			560													
64	Fall River, Mass	2,800		1,800	1,000					1,200	1,000			425,000	775,000	28,000	2,000	1,230,000
65	Fitchburg, Mass	2,250		766	700					1,200	600	850			(187,500)		(5,924)	193,424
66	Haverhill, Mass	2,000		1,300	1,000			170	68	1,100	700				(275,000)	8,000	1,500	284,500
67	Holyoke, Mass	1,600		800	700		600	60	40	700				29,923	110,087	9,000	1,350	150,360
68	Lawrence, Mass*	2,500		1,000	767				60	600	1,500	1,000		60,000	190,000	15,000	1,000	266,000
69	Lowell, Mass	2,500		1,850						1,500	(1,500)				(437,900)	13,900	1,000	452,800
70	Lynn, Mass	2,200		1,700	750					700					(458,800)		7,500	466,300
71	Marlboro', Mass	1,620			531										(50,000)	9,000	500	59,500
72	Milford, Mass	1,800			500													
73	New Bedford, Mass	2,000		1,800	900		800			1,650	1,650			41,900	225,600	10,500	4,000	282,000
74	Newburyport, Mass	1,900		1,425	500									15,000	87,100	2,000	1,000	105,100
75	Newton, Mass	2,700			1,100					1,500	(1,200)			86,400	307,000	28,500	6,500	428,400
76	Pittsfield, Mass	1,700								1,200				11,600	49,800			61,400
77	Salem, Mass	3,000		1,200	725		*e*800			1,600	1,200				(306,500)	(35,000)		341,500
78	Springfield, Mass	3,000		1,680	700					1,200	750				(549,983)		4,600	554,583

* From Report of the Commissioner of Education for 1875.
a These are the maximum salaries.
b The statistics are for only five-sixths of the city.
c Furniture and school-books.
d Including Bibb County.
e Salary of teacher of training school.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.					
	1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
79	Taunton, Mass	$1,800	.....	$1,200	$750	$385	$344	.....	.....	$1,200	.....	.....	$22,670	$171,258	$18,250	$4,630	$216,808
80	Weymouth, Mass	1,300	.....	.....	475	.....	.....	.....	.....	.....	.....	.....	14,000	85,000	14,000	2,000	115,000
81	Woburn, Mass	1,900	.....	.....	675	.....	.....	.....	.....	600	.....	.....	10,000	175,000	15,000	2,500	202,500
82	Worcester, Mass	3,000	.....	1,575	850	.....	.....	.....	.....	1,900	$1,300	.....	239,017	584,500	32,998	26,612	883,127
83	Adrian, Mich	1,400	.....	.....	487	.....	.....	.....	.....	.....	.....	.....	15,000	125,000	10,000	1,500	151,500
84	Bay City, Mich	1,000	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	25,000	110,000	16,000	4,000	145,000
85	Detroit, Mich	2,000	.....	1,200	900	.....	.....	.....	.....	1,500	.....	$1,500	171,500	486,000	39,239	38,453	735,192
86	East Saginaw, Mich	1,500	.....	.....	600	.....	.....	.....	.....	800	250	500	.....	.....	.....	.....	159,986
87	Grand Rapids, Mich	2,500	.....	840	1,000	.....	.....	.....	.....	1,200	.....	1,200	140,000	200,000	10,000	10,000	360,000
88	Saginaw, Mich	1,200	.....	1,200	550	.....	.....	.....	.....	500	.....	350	20,000	75,000	4,000	1,000	100,000
89	Minneapolis, Minn *a*	1,500	.....	.....	750	.....	.....	.....	.....	1,300	700	1,000	100,000	100,000	10,000	1,500	211,500
90	St. Paul, Minn*	1,800	.....	1,200	750	.....	.....	.....	.....	.....	.....	1,750	.....	.....	.....	.....	300,000
91	Natchez, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	Vicksburg, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	20,000	2,500	.....	32,500
93	Hannibal, Mo	1,250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,500	26,000	5,800	200	39,500
94	Kansas City, Mo	1,400	.....	1,200	800	.....	.....	.....	.....	.....	.....	.....	30,000	170,000	10,000	2,000	212,000
95	St. Joseph, Mo	2,000	.....	925	810	.....	.....	.....	.....	.....	.....	800	26,788	75,908	14,000	2,000	118,696
96	St. Louis, Mo	2,375	.....	1,560	980	3,000	.....	$180	$130	1,900	1,050	.....	746,836	1,561,058	160,000	.....	2,467,894
97	Omaha, Nebr	2,250	.....	1,200	1,200	.....	.....	.....	.....	.....	.....	.....	98,000	322,500	9,050	925	430,475
98	Manchester, N. H	2,000	.....	800	650	.....	.....	.....	.....	1,200	.....	.....	.....	280,000	6,000	.....	286,000
99	Nashua, N. H	1,750	.....	900	550	.....	.....	.....	.....	800	.....	.....	35,000	240,000	10,000	3,600	288,600
100	Portsmouth, N. H	1,500	.....	.....	1,000	.....	.....	.....	.....	.....	.....	600	13,100	58,900	6,400	2,200	80,600
101	Camden, N. J	.....	.....	.....	.....	.....	.....	40	30	.....	.....	.....	.....	.....	.....	.....	.....
102	Elizabeth, N. J	1,600	.....	.....	625	.....	.....	240	160	.....	.....	.....	33,500	73,000	10,000	.....	116,500
103	Jersey City, N. J	3,000	.....	.....	933	500	.....	.....	.....	.....	500	.....	(651,800)		44,300	20,263	716,363
104	Newark, N. J	2,300	.....	1,500	1,100	.....	.....	.....	.....	1,500	.....	.....	354,000	584,000	75,500	1,500	1,015,000
105	New Brunswick, N. J	*b*1,400	$1,000	.....	600	.....	.....	.....	.....	.....	.....	.....	23,000	127,000	5,000	150	155,150
106	Orange, N. J	2,400	.....	1,300	950	.....	.....	.....	.....	750	.....	.....	39,000	56,000	4,500	500	100,000
107	Paterson, N. J	1,425	.....	.....	657	150	.....	251	201	600	.....	.....	66,760	166,313	12,000	300	245,313
108	Trenton, N. J	.....	.....	.....	.....	.....	.....	.....	.....	800	.....	.....	35,443	93,275	12,700	500	141,918

109	Auburn, N. Y	1,600		1,000	650					750	650		18,000	90,000	10,000	3,000	121,000
110	Binghamton, N. Y	2,100		1,000	600						700		55,088	160,000	5,875	2,730	223,753
111	Buffalo, N. Y	2,500	1,375	1,440	650					1,100	1,000	1,450	300,000	500,000	60,000	10,000	870,000
112	Cohoes, N. Y	1,920			640					750			40,000	50,000	7,000	1,500	98,500
113	Elmira, N. Y	2,000			800					500			69,000	205,000	16,500	7,500	299,000
114	Ithaca, N. Y	1,000		700	516								28,000	25,000	7,000	1,800	61,800
115	Kingston, N. Y *c*	1,350		1,400	535						360		55,000	85,000	6,500	1,000	147,500
116	Lockport, N. Y	1,800		1,150	583					1,230	400	850	25,000	70,000	5,000	2,000	102,000
117	Long Island City, N. Y												9,000	24,000	9,000	300	42,300
118	Newburgh, N. Y	1,800		1,250	650			500	366				30,000	150,000	10,000	1,000	191,000
119	New York, N. Y					*d*5,500							3,200,000	6,250,000	750,000	250,000	10,450,000
120	Ogdensburg, N. Y	600											17,914		(36,000)		53,914
121	Oswego, N. Y	1,500								800			26,140	127,000			153,230
122	Poughkeepsie, N. Y	1,800			508					700			22,000	88,000	7,000	900	117,900
123	Rochester, N. Y	1,800	1,000	1,225	700								100,000	375,000	45,000	6,500	526,500
124	Rome, N. Y		560										20,000	36,500	4,000	500	61,000
125	Saratoga Springs, N. Y	1,000			660					1,000			33,000	19,000	3,000	400	55,400
126	Schenectady, N. Y	2,000	1,200		575								20,000	50,000	5,000	500	75,500
127	Syracuse, N. Y	2,500		1,533	821			466		1,300	1,000		156,000	530,800	39,200	5,000	731,000
128	Troy, N. Y	1,800		1,500	900					1,400			35,000	75,000	(10,000)		120,000
129	Utica, N. Y	2,250		1,300	900			75	30	1,200	600	1,200	84,150	309,190	22,091	1,119	416,550
130	Watertown, N. Y	1,700		825	716								14,500	54,800	9,695	1,150	80,145
131	Yonkers, N. Y									200	500		41,700	167,900			209,600
132	Akron, Ohio		1,200		733					700							165,000
133	Canton, Ohio	1,150			675					650		1,000	35,000	80,000	7,800		122,800
134	Chillicothe, Ohio *	1,000			650								15,000	125,000	9,500	500	150,000
135	Cincinnati, Ohio	2,600		1,800	1,200		2,000			1,860	1,800	1,267	747,450	1,035,200			1,782,650
136	Cleveland, Ohio	2,667		1,557	930					2,500	1,525	2,000	572,030	852,241	(49,383)		1,473,654
137	Columbus, Ohio	2,200		1,234	900			90	42	1,600	1,500		175,100	357,300	27,943	1,000	561,343
138	Dayton, Ohio	2,000		1,400	1,150		1,500	400	400	1,500			113,950	202,000	21,000	2,000	338,950
139	Hamilton, Ohio		950	850	850					750			28,000	110,000	10,000	1,000	149,000
140	Mansfield, Ohio		900		800								25,000	150,000	15,000	2,000	192,000
141	Newark, Ohio	1,000			600			60		*e*1,000		900	15,000	68,000	3,000	300	86,300
142	Portsmouth, Ohio												10,076	139,054	2,000	500	151,630
143	Sandusky, Ohio		1,200				800			900	(1,200)		20,000	180,000	8,000	500	208,500
144	Springfield, Ohio	1,200		700	800					1,500	500		65,000	125,000	8,000	2,000	200,000
145	Steubenville, Ohio	1,400			600					500		400	8,000	93,500	7,000	200	108,700
146	Toledo, Ohio	*d*1,750			*d*1,000					1,250	800		200,000	450,000	50,000		700,000
147	Zanesville, Ohio	1,350		1,080	700					525		950	13,000	146,000	10,000	2,000	171,000
148	Portland, Oreg	2,000		1,200	1,200								(67,000)		5,200	250	72,450
149	Allegheny, Pa									1,200		650					984,000
150	Allentown, Pa			800	500												400,000
151	Altoona, Pa	720						75					15,000	50,940	3,900	160	70,000
152	Carbondale, Pa	900			405								11,500	20,500			32,000
153	Chester, Pa	1,000			712							600	33,610	59,500	7,400	100	100,610
154	Danville, Pa																75,000
155	Erie, Pa	2,000	*b*1,100	1,000	550			850		1,000	550		120,000	169,320	8,500	2,000	299,820
156	Harrisburg, Pa	1,200	900	720	650					700	550		6,100	379,650	20,968	2,500	409,218
157	Lancaster, Pa	990	660	770	525			45	37	1,000							82,000

* From Report of the Commissioner of Education for 1875.

a West division. *b* Vice principals. *c* For the Kingston school district only. *d* These are the maximum salaries. *e* For music and German.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	City.	Average annual salaries of—										Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.						
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
158	Norristown, Pa	$1,500	.....	.....	$700	.....	.....	$45	$45	$300	$200	.....	$11,371	$68,151	$14,783	$576	$94,881
159	Philadelphia, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,920,738	3,825,700	293,600	.....	6,040,038
160	Pittsburg, Pa	3,000	.....	$1,750	.....	.....	.....	.....	.....	1,200	900	.....	.....	.....	.....	.....	1,900,000
161	Pottsville, Pa	1,400	.....	1,200	500	.....	.....	.....	.....	.....	.....	.....	.....	(180,000)	10,000	2,000	192,000
162	Reading, Pa	1,500	$850	630	630	.....	.....	.....	.....	.....	.....	.....	45,000	300,000	4,000	1,000	350,000
163	Scranton, Pa., 4th dist	.....	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	50,000	.....	(130,000)	.....	180,000
164	Titusville, Pa	400	.....	.....	850	.....	.....	.....	.....	400	450	.....	25,000	75,000	6,200	1,700	107,900
165	Wilkes-Barre, Pa., 3d dist	1,400	.....	.....	625	.....	.....	.....	.....	.....	.....	.....	68,750	67,000	3,750	200	139,700
166	Williamsport, Pa	.....	.....	800	550	.....	.....	.....	.....	.....	.....	.....	50,000	100,000	5,000	700	155,700
167	York, Pa	1,500	.....	800	550	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125,000
168	Newport, R. I	3,500	.....	1,850	1,050	.....	.....	150	.....	900	.....	.....	33,006	160,000	7,000	3,460	203,466
169	Providence, R. I	2,200	1,500	1,200	950	$3,000	.....	200	100	1,800	1,500	.....	.....	.....	.....	.....	.....
170	Warwick, R. I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
171	Woonsocket, R. I	1,700	900	.....	700	.....	.....	100	50	300	.....	.....	.....	.....	.....	.....	125,432
172	Chattanooga, Tenn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(14,563)	1,800	.....	16,363
173	Knoxville, Tenn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,500	18,000	4,500	100	28,100
174	Memphis, Tenn	1,125	900	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	199,300
175	Nashville, Tenn	2,000	.....	1,300	850	.....	.....	.....	.....	1,300	(1,100)	.....	45,000	116,000	7,000	1,000	169,000
176	Houston, Tex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	Burlington, Vt	2,000	.....	.....	650	.....	.....	.....	.....	660	.....	.....	.....	.....	.....	.....	87,775
178	Rutland, Vt	1,800	900	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25,000
179	Alexandria, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,400	43,000	1,000	.....	49,400
180	Lynchburg, Va	1,100	.....	800	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34,000
181	Norfolk Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16,000	30,000	2,500	1,500	50,000
182	Portsmouth, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,800	6,000	200	.....	10,000
183	Richmond, Va	1,350	.....	520	558	.....	.....	.....	.....	.....	.....	.....	42,600	184,894	11,500	5,377	243,771
184	Wheeling, W. Va	.....	.....	.....	.....	.....	.....	154	100	.....	.....	.....	51,500	169,609	14,570	1,000	236,679
185	Fond du Lac, Wis	1,200	.....	.....	750	.....	.....	.....	.....	.....	.....	.....	22,000	97,656	4,000	1,000	124,656
186	Janesville, Wis*	1,500	.....	.....	620	.....	.....	.....	.....	.....	.....	.....	18,000	(90,000)		500	108,500

187	La Crosse, Wis	1,800		1,100								1,100	10,000	60,000	6,000	2,000		78,000
188	Madison, Wis	850		555	555								10,000	100,000	10,000	1,000		121,000
189	Milwaukee, Wis*	2,500		1,500	800		1,200			1,800	1,500		107,600	297,900	38,368	4,167		448,035
190	Racine, Wis	2,000	1,200		500								26,700	42,300	5,000	500		74,500
191	Georgetown, D. C																	
192	Washington, D. C						a1,500			a625	a650		161,177	604,450	(60,425)			a826,052

*From Report of the Commissioner of Education for 1875.

a These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		RECEIPTS.									EXPENDITURES.		
		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.	Permanent.		
							State.	County.	Local.	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.
	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
1	Little Rock, Ark	.....	$5,626,312	.....	5	$12,613	.....	.....	.....	$6,000	$21,000	.....	.....	$39,613	.....	.....	.....
2	San Francisco, Cal	.....	268,532,859	.....	1.45	90,883	.....	.....	.....	314,736	310,750	.....	$82,174	798,543	$132,775	$28,591	$300
3	San José, Cal	$9,000,000	9,000,000	2	2	35,520	.....	.....	.....	22,470	8,409	$267	.....	66,666	19,134	2,113	365
4	Stockton, Cal	10,000,000	7,000,000	.....	.....	21,332	.....	.....	.....	20,909	15,850	423	2,788	61,302	1,305	36	170
5	Denver, Colo *a*	22,000,000	11,000,000	3.5	6	.....	.....	.....	.....	.....	.....	.....	.....	66,432	.....	(21,608)	.....
6	Bridgeport, Conn	17,000,000	12,700,000	3.58	3.25	.....	$5,590	.....	$600	8,385	46,957	.....	8,831	70,363	.....	.....	.....
7	Greenwich, Conn*	4,500,000	3,708,539	3.2	4	.....	.....	.....	.....	.....	.....	.....	.....	14,500	.....	.....	.....
8	Hartford, Conn	.....	47,163,324	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	180,723	8,000	(1,118)	.....
9	New Britain, Conn	.....	4,592,952	.....	.....	4,032	7,940	.....	619	.....	23,607	353	508	37,059	12,000	450	250
10	New Haven, Conn	75,105,952	53,229,464	.....	1.5	46,607	33,231	.....	.....	.....	159,602	1,338	.....	240,778	.....	500	350
11	New London, Conn	10,000,000	6,737,176	2	3	129	.....	.....	805	5,230	18,000	0	1,500	25,664	.....	470	200
12	Norwalk, Conn	9,000,000	6,558,766	.....	.....	0	8,135	$0	728	0	60,498	0	0	69,361	*b*1,368	155	50
13	Stamford, Conn *	.....	7,761,513	.....	2.5	.....	6,419	.....	748	.....	15,140	.....	.....	22,307	.....	.....	.....
14	Wilmington, Del	25,694,032	25,694,032	2.5	2.5	1,381	.....	.....	.....	.....	63,208	.....	26,631	91,220	4,940	518	.....
15	Atlanta, Ga	14,000,000	14,000,000	3	3	1,093	.....	.....	.....	3,942	39,045	629	3,365	48,074	.....	.....	.....
16	Augusta, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,000	.....	.....	.....
17	Columbus, Ga	4,000,000	3,386,075	1.87	2.2	0	0	0	0	1,600	7,400	0	2,543	11,543	698	0	0
18	Macon, Ga *c*	10,749,529	10,749,529	.....	.....	.....	.....	.....	.....	2,651	20,000	200	3,465	26,316	.....	.....	.....
19	Savannah, Ga	.....	.....	.....	.....	558	.....	836	.....	10,881	40,000	.....	1,924	54,199	.....	.....	.....
20	Alton, Ill	.....	.....	.....	.....	4,359	(3,319)		20	.....	16,839	35	.....	24,572	.....	114	.....
21	Belleville, Ill	4,721,380	2,832,820	.....	11.5	1,159	.....	.....	.....	5,455	35,816	670	.....	43,100	.....	468	.....
22	Bloomington, Ill	10,166,078	5,083,039	13	26	5,575	.....	640	.....	6,200	61,890	.....	.....	74,305	3,949	854	20
23	Chicago, Ill	500,000,000	173,764,246	.....	4.63	.....	.....	.....	108,371	120,581	620,842	.....	.....	849,794	87,012	7,391	.....
24	Decatur, Ill	6,143,102	3,071,551	4	8	15,242	.....	.....	.....	3,295	18,264	.....	105	36,996	105	224	.....
25	Galesburg, Ill	5,500,000	4,356,920	9	9	8,359	.....	.....	350	4,000	29,830	81	.....	42,620	9,400	.....	.....
26	Jacksonville, Ill	5,798,637	3,665,758	.....	10.8	.....	779	.....	71	7,236	29,002	28	23,646	60,762	19,471	734	.....
27	Joliet, Ill*	.....	.....	26	.....	.....	.....	.....	.....	4,156	20,537	140	92	24,925	1,800	1,000	42
28	Peoria, Ill	21,428,000	6,967,854	2.21	6.8	.....	.....	.....	1,312	9,528	15,371	249	36,197	62,657	.....	206	.....

29	Quincy, Ill	20,000,000	9,000,000	2.16	5	2,315				9,632	43,426		30,151	85,524	30,000	995	
30	Rockford, Ill	13,500,000	4,200,000			0				*d*5,000	*d*23,000	*d*490		28,400	0	0	0
31	Rock Island, Ill	9,600,000	3,200,000	2.16	6.5	813				3,119	23,010	28	300	27,270			
32	Springfield, Ill				5		8,498				23,126	476		32,100			
33	Fort Wayne, Ind	12,750,000	12,750,000	4.6	4.6	21,199	5,772			21,532	46,858		125	95,416	15,930	4,482	
34	Indianapolis, Ind	80,608,000	60,456,200	2.02	2.7	64,371				60,896	213,432	176	18,714	357,519	47,144	7,904	13,947
35	Jeffersonville, Ind		2,500,000			2,996	273	350	*e*835	7,097	12,362	28		23,941		1,162	
36	Lafayette, Ind	40,000,000	11,000,000		35	41,009								102,521			
37	Logansport, Ind	9,000,000	6,091,045		3.5	680			*f*12,518		*g*17,966	172		31,336	5,811		
38	Madison, Ind		4,400,000		3	5,068	9,972		2,033	9,165			212	26,450			
39	Richmond, Ind					10,125					41,438	73	1,353	52,989			750
40	South Bend, Ind					13,845				18,830	4,502	234	21	37,432		1,258	
41	Terre Haute, Ind	20,000,000	13,841,061		2.8	29,769				*h*(77,936)				107,705	6,495	1,844	
42	Burlington, Iowa	12,872,607	5,149,043	2.4	6	16,586	1,521	9,868		5,345	58,800	564	348	93,032	3,910	1,505	108
43	Council Bluffs, Iowa					21,531			4,943		23,768	10		50,252	1,875		
44	Davenport, Iowa	16,000,000	4,640,100	3.5	12	16,915			14,371		73,788	708		105,782		351	
45	Des Moines, west side, Ia.	7,705,925	3,082,370	6	15	0			4,612		46,459	321		51,392		584	
46	Dubuque, Iowa			3	6.5	2,685					41,490		9,900	54,075			
47	Atchison, Kans	3,641,975	2,185,185	6	9	3,000				3,544	12,056	90	8,000	26,690	504		250
48	Lawrence, Kans				9	0	3,304	714			24,940		3,069	32,027		26	
49	Leavenworth, Kans		4,367,544		10	2,813			658	36,936	8,808	304	5,551	55,070	2,756	342	
50	Covington, Ky		15,000,000		2.5	8,148				19,346	42,477	800	5	70,776	0	0	0
51	Lexington, Ky	5,143,610	7,000,000		1.5												
52	Louisville, Ky		71,849,772		4.5	544				86,612	184,552	940	1,484	274,132	(13,023)		
53	Newport, Ky		7,000,000		2	438				12,041	17,077	128	11,235	40,919			
54	New Orleans, La		124,582,102			76,950				74,672	301,115		6,264	459,001			
55	Bangor, Me	15,000,000	11,000,000	2.66	4	0				9,741	30,000			39,741			
56	Biddeford, Me	12,000,000	6,000,000							6,746	12,000			18,746	1,000		
57	Lewiston, Me	11,873,558	11,873,558	4	4					11,688	24,000			35,688			
58	Portland, Me	40,000,000	31,042,501	2.01	2.68						83,155			83,155		300	
59	Baltimore, Md									167,916	411,185		50,731	629,832	95,520	21,458	
60	Adams, Mass		6,150,000		4.47												
61	Boston, Mass		748,878,100		2.21		0	0	0		2,015,381	2,354	18,332	2,036,067	277,746	29,348	
62	Cambridge, Mass		62,636,453		3.3						209,618		920	210,538	1,637	2,126	
63	Chicopee, Mass																
64	Fall River, Mass		51,401,467		1.8						97,000	101		97,101	5,000	500	
65	Fitchburg, Mass		11,714,888		3.15	0	0	0	0	0	36,748	0	0	36,748	0		0
66	Haverhill, Mass	12,500,000	10,324,237	4.24	5.13		430				53,000	33	44	53,507			
67	Holyoke, Mass	18,488,000	9,244,000	1.37	2.74	5,671					23,006			28,677		569	478
68	Lawrence, Mass	30,000,000	23,000,000	3	3.9		0	0	0	0	90,462	137	200	90,799	17,767	2,156	100
69	Lowell, Mass	49,000,000	39,398,464	2.5	3.1	14,155	0	0	0		125,000	430	238	139,823	(14,175)		
70	Lynn, Mass		25,937,431		4.25	1,100	0	0	0	0	110,481	0	0	111,581	7,331	1,102	0
71	Marlboro', Mass		3,493,060		6		409		15		18,000			18,424			
72	Milford, Mass		6,000,000		36					468	22,500			22,968			
73	New Bedford, Mass	34,850,000	26,750,000	2.3	3.66	0			3,000		82,000		825	85,825	87,000	3,000	2,500
74	Newburyport, Mass	9,000,000	7,011,650	2.75	3.33		572		900		33,978			35,450			
75	Newton, Mass	28,200,965	28,200,965	3.14	3.14	2,557					88,900	254	1,179	92,890			
76	Pittsfield, Mass	8,177,606	8,177,606	2.3	2.3	0	0			366	20,000			20,366	16,800	1,384	
77	Salem, Mass	27,216,000	27,216,000	2.1	2.1	0	0	0	285	1,529	80,581	150	241	82,786	0	1,193	300
78	Springfield, Mass		35,109,456		3						114,053	279		114,332	2,023		

a These statistics are for only five-sixths of the city. *b* Includes repairs.

* From Report of the Commissioner of Education for 1875.

c Including Bibb County. *d* Estimated. *e* From liquor licenses. *f* Common fund. *g* Special fund. *h* Includes interest on permanent funds.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1876, *&c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		RECEIPTS.									EXPENDITURES.		
							Amount received from interest on permanent funds.			Amount received from taxation.					Permanent.		
		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.	Sites and buildings.	Furniture and apparatus.	Libraries.
	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
79	Taunton, Mass	$25,000,000	$16,890,271	2	3	$0	$0	$0	$0	$0	$51,301	$289	$0	$51,590	$132	$733	.....
80	Weymouth, Mass	5,586,440	5,586,440	4.18	4.18	146	403	0	602	.....	22,500	0	900	24,551	10,714	768	$500
81	Woburn, Mass	8,756,893	8,756,893	4.11	4.11	1,291	444	.....	.....	.....	30,000	160	9,225	41,060	8,000	1,200	25
82	Worcester, Mass	64,297,863	48,223,397	2.76	3.1	0	0	0	0	0	148,150	89	1,353	149,592	2,503	1,502	0
83	Adrian, Mich	5,014,605	1,671,535	4.63	14	160	1,504	.....	.....	.....	25,696	300	9,292	36,952	.....	.....	1,343
84	Bay City, Mich	10,309,050	1,718,175	4.04	24.24	1,714	2,100	.....	.....	3,511	41,671	116	1,684	50,796	7,111	560	2,435
85	Detroit, Mich	92,582,100	27,774,630	1.7	5.7	40,165	16,886	0	0	0	215,864	237	4,177	277,329	69,994	2,587	.....
86	East Saginaw, Mich	10,576,800	3,173,040	3.56	10.68	4,184	2,565	.....	.....	.....	37,725	84	947	45,505	.....	162	511
87	Grand Rapids, Mich	30,090,000	10,000,000	2.6	7.8	6,908	4,200	0	0	0	78,173	1,461	1,937	92,679	7,305	1,361	1,652
88	Saginaw, Mich	4,572,963	1,524,321	5.23	15.7	14,164	1,394	.....	.....	3,781	24,000	114	187	43,640	.....	962	200
89	Minneapolis, Minn[a]	27,000,000	18,000,000	2	3	10,935	[b]37,658	.....	.....	.....	41,912	.....	369	90,874	13,000	600	100
90	St. Paul, Minn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25,000	2,000	.....
91	Natchez, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	Vicksburg, Miss	5,000,000	3,800,000	3	4	.....	.....	.....	.....	4,501	11,799	.....	2,005	18,305	.....	.....	.....
93	Hannibal, Mo	5,547,312	3,263,125	.....	6	998	.....	.....	.....	2,735	14,951	.....	.....	18,684	737	13	.....
94	Kansas City, Mo	.....	7,000,000	.....	4	4,070	.....	.....	.....	.....	.....	.....	.....	87,262	.....	.....	.....
95	St. Joseph, Mo	12,000,000	8,500,000	5	7	86	.....	2,311	.....	4,424	60,398	78	4	67,301	845	828	.....
96	St. Louis, Mo	250,499,490	166,999,660	3.33	5	12,627	.....	.....	50,275	96,743	761,528	2,889	161,340	1,085,402	21,388	1,480	11,400
97	Omaha, Neb	25,000,000	6,095,585	1.09	4.5	29,516	11,462	.....	.....	.....	48,286	51	26,993	116,308	11,589	6,060	175
98	Manchester, N. H	20,422,464	15,309,348	2.5	3.5	1,147	.....	.....	.....	.....	50,876	300	.....	52,323	.....	.....	.....
99	Nashua, N. H	6,800,000	6,300,000	.....	.....	425	.....	.....	.....	.....	.....	.....	.....	32,978	.....	.....	.....
100	Portsmouth, N. H	10,500,000	8,567,765	2.23	2.75	.....	639	.....	143	.....	23,500	26	.....	24,308	.....	513	.....
101	Camden, N. J	27,000,000	13,500,000	2	4	32,141	4,059	.....	.....	11,990	37,914	.....	646	86,750	2,850	.....	0
102	Elizabeth, N. J	30,000,000	16,000,000	1.42	2.68	3,624	.....	.....	.....	30,077	9,923	.....	.....	43,624	.....	.....	.....
103	Jersey City, N. J	80,000,000	60,020,744	.....	.....	0	12,174	0	.....	149,190	62,150	0	0	223,514	0	10,932	1,000
104	Newark, N. J	160,396,666	96,238,000	1.2	2	6	.....	.....	294	137,527	68,000	0	[b]11,210	217,037	0	1,000	.....
105	New Brunswick, N. J	13,343,470	6,671,735	[c]2	[c]4	5	.....	.....	.....	21,338	14,267	.....	50,000	85,610	46,445	1,974	100
106	Orange, N. J	15,600,000	5,200,000	.66	2	108	.....	.....	.....	13,337	9,000	229	73	22,747	.....	.....	.....

107	Paterson, N. J	34,994,949	23,329,946	1.12	1.69						53,611	39,462			93,073	19,781	969	
108	Trenton, N. J		12,705,307		2	15,366	2,767				33,159	23,500			74,792	15,835	6,000	526
109	Auburn, N. Y	11,525,860	8,644,400	1.69	2.25	14,624					11,335	19,830	1,026	425	47,240		531	9
110	Binghamton, N. Y	10,015,775	9,996,375	3.09	3.1	4,693	558				11,404	31,000	1,031	48	48,734		1,415	508
111	Buffalo, N. Y										67,000	215,760	60		282,820			
112	Cohoes, N. Y	18,488,340	3,697,668	1.42	7.39	30,129					9,723	27,352		1,075	68,279	4,733	1,057	207
113	Elmira, N. Y	13,816,468	4,449,756	.64	1.8	42,720	*d*13,750					88,883			145,353	21,766	3,346	281
114	Ithaca, N. Y	5,500,000	3,215,000	3.29	5.6	635					5,288	20,542	1,286	178	27,929	3,485	920	63
115	Kingston, N. Y.*e*	10,000,000	1,982,936	2.5	12.6		458		648		5,110	25,055	511		31,782		593	
116	Lockport, N. Y	10,000,000	7,000,000	2.8	4	7,358	200				9,162	28,000	2,604	210	47,534	8,091	1,556	134
117	Long Island City, N. Y	22,000,000	4,677,533		7.5						9,177	28,751			37,928		*f*3,621	154
118	Newburgh, N. Y	11,821,025	11,821,025	3.4	3.4	5,068					10,396	39,822	571	68	55,925	3,481	1,025	452
119	New York, N. Y		1,111,054,333		4.5	309,341		(1,584)			584,655	3,168,345		150,000	4,213,925	376,772	102,902	5,056
120	Ogdensburg, N. Y				4	3,848	0	0	0		6,263	8,084	7	0	18,202			225
121	Oswego, N. Y		7,033,067		7	4,959					13,940	53,950	341	956	74,146	9,636	2,599	353
122	Poughkeepsie, N. Y	24,000,000	12,000,000	4.5	9	16,563					11,456	25,549	40	759	54,367		256	1,938
123	Rochester, N. Y	55,664,970	55,664,970	2.3	2.3	36,347	1,788				34,319	141,361	514	25	214,354	27,938	2,230	820
124	Rome, N. Y	5,433,534	5,433,534	2.2	2.2						5,301	15,526	245	2,100	23,172	4,651		766
125	Saratoga Springs, N. Y	18,546,976	2,318,372	1.25	10	17,583					4,639	23,254	103	217	45,796	1,303	729	208
126	Schenectady, N. Y										7,931	17,000	2,091	337	27,359	2,300	567	175
127	Syracuse, N. Y	36,456,691	36,456,691	2.6	2.6	56,217					31,872	96,200	900	224	185,413		1,394	3,119
128	Troy, N. Y	46,689,702	15,563,234	1.01	4.3	19,917					28,262	94,900	1,231		144,310	11,777	3,994	*g*1,546
129	Utica, N. Y	30,621,000	5,841,000	1.16	7	29,370					19,413	41,800	635	468	91,686	10,038	260	777
130	Watertown, N. Y	12,500,000	7,761,194	1.9	3.15		452				7,151	23,500	750		31,853	13	1,100	558
131	Yonkers, N. Y		21,034,161		2.1	5,463					9,456	45,182			60,101	6,000	191	
132	Akron, Ohio		7,544,633		6	6,726			324		6,342	44,632	675	325	59,084	1,996		
133	Canton, Ohio	8,000,000	5,000,000	4.37	7	9,845	437				5,048	37,033		25,060	77,423	24,487		
134	Chillicothe, Ohio*	6,000,000	4,500,000	4.1	6	26,669	364				5,266	28,073		1,495	61,867	5,050		
135	Cincinnati, Ohio	350,000,000	183,952,966	1.5	3	*h*178,786	1,358	0	*h*10,221		132,255	*h*553,289	6,573	12,995	*h*895,477	111,570	3,724	50,442
136	Cleveland, Ohio	220,686,711	73,562,237	1.5	4.5	142,130					82,397	358,592		12,179	595,288	80,774	9,101	
137	Columbus, Ohio	43,435,000	27,147,741	3.3	4.6	93,520	284				19,517	133,329	134	2,280	249,064	23,800	0	1,223
138	Dayton, Ohio	29,000,000	19,350,000	3.66	5.5	47,158	1,431	0	0		18,005	106,988	670	30,000	204,252	38,391	707	3,776
139	Hamilton, Ohio	6,700,000	6,304,102	4	4.25	13,314	447				8,872	38,702		21	60,356		3,000	
140	Mansfield, Ohio			3.66	5	5,488					2,289	26,992	81		34,850	4,000	1,200	100
141	Newark, Ohio		3,890,000		7	9,336	315				5,406	29,908		4,000	48,965	15,152	*i*2,300	
142	Portsmouth, Ohio		5,453,816		5.5	10,595					6,367	32,799	373	9,049	59,183	9,690		
143	Sandusky, Ohio	8,647,688	4,323,844	3.5	7	11,416	616				10,207	28,797	228	10,876	62,140	10,706		
144	Springfield, Ohio				4.5	16,863					7,258	40,897	616	18,242	83,876	32,847		
145	Steubenville, Ohio	6,500,000	5,200,000	4.2	5.25	22,446	63				7,571	30,193		917	61,190			
146	Toledo, Ohio		20,365,755		7	44,131					23,982	120,027	431	12,762	201,333		*j*14,983	
147	Zanesville, Ohio	12,000,000	7,700,000	3.2	5	519	302	0	0		8,704	39,032	635	9,070	58,352	5,714	0	0
148	Portland, Oreg		10,582,747		2	3,749	1,976				18,246	15,577	696	3,220	43,464	*k*1,194	311	
149	Allegheny, Pa	55,020,811	55,020,811	4	4	25,689					15,632	187,302		57,536	286,159	40,710	4,982	2,152
150	Allentown Pa	15,000,000	11,000,000		4.5	3,586	5,303	426				46,503	26	49,657	105,501		1,743	
151	Altoona, Pa	6,300,000	2,100,000	3.33	10						3,769	31,353	37		35,159	942	3,424	
152	Carbondale, Pa	2,571,845	857,285	12	4	0					1,657	11,455		1,919	15,031	2,535		
153	Chester, Pa	9,186,717	6,890,038		4	304					1,841	24,180	29	26,925	53,279	*k*8,465	1,007	
154	Danville, Pa	3,600,000	1,200,000		14	66					1,706	15,296	3	17	17,088			

*From Report of the Commissioner of Education for 1875.
a West division.
b Apportionment of public school funds.
c Includes State tax.
d Includes amount received from State tax.
e For the Kingston school district only.
f Includes school books.
g For apparatus.
h Includes special library fund.
i Includes repairs.
j For repairs, &c.
k For sewers, gas pipes, &c.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1876, *&c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		RECEIPTS.									EXPENDITURES.		
		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.	Permanent.		
							State.	County.	Local.	State.	Local.				Sites and buildings.	Furniture and apparatus.	Libraries.
	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
155	Erie, Pa	$22,439,977	$16,829,983	3.25	4.5	$17,732	.....	.....	.....	$6,256	$73,010	$45	.....	$97,043	$16,320	$975	$150
156	Harrisburg, Pa	18,000,000	5,860,571	4.33	13	1,195	.....	.....	.....	6,335	71,100	.....	.....	78,630	7,680	2,200	.....
157	Lancaster, Pa	13,194,298	13,194,298	2.5	2.5	2,670	.....	.....	.....	*a*5,606	48,055	.....	$30,886	87,217	(39,021)		.....
158	Norristown, Pa	.....	.....	.....	7.5	152	.....	.....	.....	3,036	28,528	1,474	3,230	36,420	.....	705	50
159	Philadelphia, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	243,529	60,000	.....
160	Pittsburg, Pa	175,000,000	175,000,000	3.5	3.5	66,248	.....	.....	.....	32,456	448,145	.....	.....	546,849	8,314	5,319	503
161	Pottsville, Pa	12,000,000	6,307,700	.....	6.5	4,052	.....	.....	$276	3,308	33,969	408	31,726	73,739	17,281	5,176	25
162	Reading, Pa	23,320,994	23,320,994	3	3	1,487	.....	.....	.....	9,900	75,293	.....	37,740	124,420	3,500	.....	.....
163	Scranton, Pa., 4th dist	10,900,000	2,725,000	5	20	.....	.....	.....	.....	5,888	54,990	75	6,410	67,363	.....	.....	.....
164	Titusville, Pa	6,200,000	1,550,000	3.75	15	7,297	.....	.....	.....	2,881	26,915	281	9,161	46,535	3,466	40	85
165	Wilkes-Barre, Pa., 3ddist.	14,000,000	2,328,710	.....	15	740	.....	.....	.....	2,698	33,350	.....	782	37,570	.....	.....	.....
166	Williamsport, Pa	9,000,000	2,500,000	4+	15	0	.....	.....	.....	3,978	47,000	20	0	50,998	.....	.....	0
167	York, Pa	8,000,000	6,387,990	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	32,615	.....	1,923	.....
168	Newport, R. I	.....	29,980,200	.....	1.13	.....	.....	.....	.....	4,725	34,000	.....	24,950	63,675	18,000	1,300	200
169	Providence, R. I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	101,500	.....	.....
170	Warwick, R. I	10,621,300	.....	.....	.....	310	.....	.....	.....	4,179	5,500	.....	1,520	11,509	.....	.....	.....
171	Woonsocket, R. I	12,000,000	9,172,520	1.25	1.5	.....	$4,334	.....	.....	.....	15,000	.....	325	19,659	(533,000)		
172	Chattanooga, Tenn	.....	3,971,376	.....	4.5	.....	.....	.....	.....	*e*8,733	8,156	71	.....	16,960	.....	140	.....
173	Knoxville, Tenn	4,237,824	.....	2	.....	.....	398	.....	.....	5,301	7,217	306	.....	13,222	.....	.....	.....
174	Memphis, Tenn	25,000,000	22,000,000	.....	.....	6,216	.....	.....	.....	.....	55,015	200	.....	61,431	.....	.....	.....
175	Nashville, Tenn	13,306,200	13,306,200	4.25	4.25	0	0	0	0	1,549	61,212	.....	.....	62,761	0	303	0
176	Houston, Tex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	Burlington, Vt	6,000,000	3,813,751	3+	5	0	0	0	0	*d*157	17,881	132	1,831	20,001	0	216	0
178	Rutland, Vt	4,000,000	1,900,000	2	4	.....	.....	.....	.....	7,600	1,200	600	.....	9,400	.....	.....	.....
179	Alexandria, Va	4,492,892	5,700,549	2.6	2.3	1,005	.....	.....	.....	4,447	7,200	.....	263	12,915	495	87	.....
180	Lynchburg, Va	.....	7,261,353	.....	1.65	420	.....	.....	.....	4,093	*e*14,050	368	20	18,951	.....	189	.....
181	Norfolk, Va	.....	13,458,421	.....	8.03	2,471	.....	.....	.....	6,244	12,388	0	1,500	22,603	280	65	.....
182	Portsmouth, Va	3,144,871	3,144,871	.....	2	935	.....	.....	.....	3,399	5,855	.....	1,000	11,189	.....	.....	.....

183	Richmond, Va	41, 931, 118	41, 931, 118	.....	.....	.....	.....	.....	236	20, 754	55, 668	.....	.....	76, 658	4, 132	500	.....	
184	Wheeling, W. Va	.....	14, 885, 515	.....	4	10, 650	10, 194	.....	.....	.....	55, 915	.....	7, 024	83, 783	30, 240	.....	.....	
185	Fond du Lac, Wis	6, 000, 000	3, 736, 618	.....	6. 5	4, 410	*f*2, 297	.....	.....	.....	25, 269	293	.....	32, 269	4, 275	600	.....	
186	Janesville, Wis*	4, 000, 000	3, 727, 055	3. 8	4	0	0	0	0	1, 184	17, 265	100	450	18, 999	0	0	0	
187	La Crosse, Wis	4, 700, 000	2, 700, 000	9	17	7, 527	.....	.....	.....	.....	.....	.....	.....	25, 853	.....	500	.....	
188	Madison, Wis	.....	.....	.....	4	0	1, 504	.....	24, 746	.....	.....	422	.....	*g*26, 672	67	183	.....	
189	Milwaukee, Wis*	.....	52, 585, 664	....	1. 85	57, 695	13, 807	.....	.....	.....	146, 155	.....	.....	217, 657	.....	586	.....	
190	Racine, Wis	10, 000, 000	4, 400, 000	2. 76	6. 3	0	1, 824	0	0	.....	27, 625	136	300	29, 885	0	1, 000	70	
191	Georgetown, D. C	84, 600, 000	84, 600, 000	2. 1	2. 1	0	0	0	0	0	183, 947	0	19, 349	203, 296	28, 494	3, 291	0	
192	Washington, D. C																	

* From Report of the Commissioner of Education for 1875.
a From State appropriation.
b Estimated.
c From State and county.
d From school land rents.
e $2,050 on account of former year.
f Income of State school lands.
g Receipts reported were $33,184.93, but the items given amount to $26.672 only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1876, &c.*—Continued.

	City.	EXPENDITURES.												Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.							Total expenditure.		
		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.		Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
1	Little Rock, Ark			$1,500	$17,300	$300								$19,100	$14 40	
2	San Francisco, Cal			57,240	499,897	6,900	$32,052	*a*$6,974	$11,098		$53,877	$3,405	$33,937	867,107	24 61	$6 57
3	San José, Cal	$0	$0	1,200	27,700		3,120	983	276	$830	4,374		5,163	65,248	20 39	9 81
4	Stockton, Cal			960	32,359	600	3,085	955		400	578	38	1,116	41,602	14 46	2 97
5	Denver, Colo *b*		4,977		25,447		1,608	903	355	1,313	1,231		10,486	67,928	(27 75)	
6	Bridgeport, Conn	8,534		1,100	48,3 9		2,659	3,158			3,745		3,428	70,363	19 81	3 64
7	Greenwich, Conn*				13,099			686					239	14,024	18 82	1 32
8	Hartford, Conn				106,258						5,416		45,217	166,009		
9	New Britain, Conn	1,154		900	19,695	0	2,403	1,442	0	392	664	20	1,226	40,601	12 00	3 50
10	New Haven, Conn				130,672	5,750	7,605	5,588	1,967	161	3,177	405	8,277	164,452	23 48	5 87
11	New London, Conn			400	17,398	50	1,000	1,027		360	2,385	145	1,960	25,395		
12	Norwalk, Conn	0	4,915	1,300	24,700	300	1,216	1,796	0	800		100		36,700	13 50	2 25
13	Stamford, Conn*					550							18,812	22,307		
14	Wilmington, Del		19,256	1,800	43,339	600	2,075	2,458	1,480	307	5,787	4,985	2,512	90,057	11 72	5 24
15	Atlanta, Ga			2,500				851	2,316	294	324		873	*c*47,174	17 60	1 70
16	Augusta, Ga													12,000		
17	Columbus, Ga	0	600	1,800	6,760	0	180	294	0	172	73	603	363	11,543	10 00	1 96
18	Macon, Ga *d*	2,000	20,930										2,891	25,821	13 69	1 68
19	Savannah, Ga													52,904		
20	Alton, Ill	2,476		2,000	9,171	221	1,020	377	137	237	1,267		532	17,552	12 85	4 47
21	Belleville, Ill	11,442		1,700	20,993		1,386	432	181	737	1,402	23	400	39,233	14 04	3 16
22	Bloomington, Ill	26,100	4,340	4,950	21,556		2,205			810			5,518	70,392	11 72	3 77
23	Chicago, Ill			19,385	569,336	9,963	42,488	33,916	13,999				45,939	829,429	16 39	3 39
24	Decatur, Ill	8,500	0	2,000	15,328	0	1,512	794	0	1,129	858		616	31,123	12 71	3 60
25	Galesburg, Ill				16,567		900	1,139			472		876	29,435	10 73	
26	Jacksonville, Ill	10,000	5,198	1,500	19,100	400	1,060	668		513	1,091		894	60,539	17 06	3 77
27	Joliet, Ill*					300	1,359	2,000		141	1,800			26,000	(17 09)	
28	Peoria, Ill				33,131	267	3,199	1,317	831	520	3,832		4,918	48,321	13 61	5 03

29	Quincy, Ill	(13,650)		150	25,150	2,313	1,625	1,463	290	914	1,930	200	4,624	83,302	12 00	6 33
30	Rockford, Ill	8,000			23,000	200	1,500	2,000	100			0		34,800		
31	Rock Island, Ill	1,667		1,787	15,817		2,483	820	103	480	564		612	24,353	12 71	3 73
32	Springfield, Ill			1,600	24,954	200	1,895	639	0	391	1,322		2,740	33,751	13 73	3 64
33	Fort Wayne, Ind			6,984	34,765	1,342	3,688	2,782	84	592	837		1,899	72,725	16 15	4 10
34	Indianapolis, Ind	14,711	19,150	11,103	122,529	7,034	9,612	5,248	1,543	985	17,870	800	8,141	287,731	17 38	6 66
35	Jeffersonville, Ind		2,399	400	12,196	300	680	440		197	191		1,248	19,213		
36	Fayette, Ind			2,000	26,236	650	2,500	2,500	400	500	2,000	150	6,939	43,905	14 75	7 82
37	Logansport, Ind	5,238		2,000	13,349	300	1,182	1,601		200	210	25	1,420	31,336	12 44	4 09
38	Madison, Ind													15,872		
39	Richmond, Ind		4,943		19,279	300	2,285	750	113	440	3,450	28	892	33,230	13 38	5 73
40	South Bend, Ind			1,200	10,378	340	752	1,283	72		1,594		3,221	20,098	9 08	5 69
41	Terre Haute, Ind		16,339	2,620	44,326	862	3,075	1,235	155	702	3,330	776	1,325	83,084	18 10	4 42
42	Burlington, Iowa			2,000	33,208	532	3,525	1,657	36	813	1,198		3,684	53,176	15 64	5 08
43	Council Bluffs, Iowa	6,165			16,589	200	1,832	888		456	2,107		491	30,663		
44	Davenport, Iowa			6,400	49,884	990	4,593	2,161			3,103	3	1,194	68,679	19 07	4 15
45	Des Moines, west side, Ia.	14,450	13,026		21,343	150	1,641	1,176			1,808		3,611	57,789	17 12	6 64
46	Dubuque, Iowa				33,230	1,490		2,551	60		1,301		7,355	45,987		
47	Atchison, Kans			1,500	7,770	600	590	7,159		1,200	504			20,077	8 35	9 06
48	Lawrence, Kans	(14,088)		1,500	12,081	679	801	1,144	144	161	783	(620)		32,027	11 45	3 65
49	Leavenworth, Kans	20,219			23,881	500	1,792	1,002	350	638	681		870	53,031	12 29	3 00
50	Covington, Ky	5,934			37,543	600	2,400	751	200	700	637		760	49,525	17 32	
51	Lexington, Ky															
52	Louisville, Ky			30,100	166,591	7,127	*e*20,736	*f*2,862	1,784		16,022		27,057	285,302	16 46	6 32
53	Newport, Ky													40,509	12 04	
54	New Orleans, La		32,236		329,163	4,900	24,629	1,493	28,095		5,339		12,613	438,468	21 90	5 12
55	Bangor, Me			1,737	20,518		1,343	2,900			3,084	500	750	39,832	11 80	3 23
56	Biddeford, Me		200		13,096	700	1,000	960			575	175	600	18,546		
57	Lewiston, Me			2,000	25,812		1,637	2,776			7,749	2,395	1,800	44,169	13 27	5 43
58	Portland, Me			4,300	57,350								21,205	83,155	13 51	4 77
59	Baltimore, Md				447,122			16,832	31,285		13,113	43,865	8,791	677,986		
60	Adams, Mass															
61	Boston, Mass			24,000	1,228,338	14,466	75,857	67,850	15,800		103,572	44,655	133,948	2,615,580	25 94	10 21
62	Cambridge, Mass			3,000	162,199	5,975			(32,052)				(3,549)	210,538	19 89	5 50
63	Chicopee, Mass															
64	Fall River, Mass				82,543		8,573	6,296	600			4,371		107,883	19 84	4 77
65	Fitchburg, Mass	0	0	1,950	30,752		2,081	1,965	0	0	1,799	300	3,223	42,070	12 73	5 25
66	Haverhill, Mass			350	42,354	671	2,896	3,739	50		1,242	160	3,190	54,652	19 89	5 40
67	Holyoke, Mass			1,600	18,533		1,988						1,974	25,202	14 73	2 89
68	Lawrence, Mass*	0	0	4,400	54,359		2,564	4,938	150		3,776	300	187	90,697	16 58	3 36
69	Lowell, Mass			2,300	97,010		5,848	5,926			5,378	1,302	5,378	137,317	17 79	4 13
70	Lynn, Mass	9,000		440	70,198	500	6,292	4,576	178	0	4,219		6,645	110,481	16 68	5 25
71	Marlboro', Mass			350	14,548		975	728	300		484		1,044	18,429	11 00	2 46
72	Milford, Mass				18,098	546	972	1,993			1,171		1,414	22,188		
73	New Bedford, Mass			3,000	69,050	300	3,000	2,850	550		4,000	2,125	14,500	182,775	14 50	4 50
74	Newburyport, Mass				25,960	200	650	1,600	1,000	200	2,500	60	3,280	35,450	14 40	2 41
75	Newton, Mass			2,880	63,962	225	3,569	5,214			4,924	1,945	3,814	86,533	27 41	8 08
76	Pittsfield, Mass			750	20,460		691	2,810		500	1,000	288	760	45,343		

* From Report of the Commissioner of Education for 1875.
a For fuel and light.
b The statistics are for only five-sixths of the city.
e Items not all reported.
d Including Bibb County.
e For German instruction.
f Cost of night schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1876, *&c.*—Continued.

	City.	EXPENDITURES.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
		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.			
	1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
77	Salem, Mass	$0	.....	$4,748	$58,061	$615	$3,119	$4,488	$350	$0	$4,923	$2,313	$2,676	$82,786	$21 38	$6 29
78	Springfield, Mass	.....	.....	3,500	86,033	950	6,475	5,796	.....	.....	3,167	784	3,412	112,170	19 61	4 69
79	Taunton, Mass	8,500	.....	(a)	(a)	2,454	2,192	2,134	460	.....	3,000	500	1,104	21,209	13 92	4 67
80	Weymouth, Mass	0	$0	1,581	20,340	422	1,526	1,516	0	0	2,172	34	495	40,068	13 16	3 68
81	Woburn, Mass	.....	.....	1,800	22,750	.....	1,200	2,000	200	.....	1,500	800	2,550	42,025	16 38	5 50
82	Worcester, Mass	0	0	3,300	114,190	2,782	5,340	7,070	1,192	125	4,787	1,243	5,559	149,593	16 96	4 05
83	Adrian, Mich	8,666	7,019	2,000	11,844	200	1,032	.....	.....	.....	.....	.....	2,008	34,112	14 79	2 14
84	Bay City, Mich	8,580	.....	1,800	17,590	.....	1,700	1,100	.....	.....	650	370	75	3,140	45,111	12 37	4 49
85	Detroit, Mich	0	0	(120,398)		1,833	b12,758	9,472	236	4,267	5,290	977	11,907	239,719	13 74	5 33
86	East Saginaw, Mich	6,118	.....	3,000	24,347	1,000	3,193	1,150	0	716	990	100	3,263	44,550	12 20	4 64
87	Grand Rapids, Mich	11,746	.....	2,500	42,087	500	3,009	2,447	0	19	2,777	100	7,276	82,779	12 91	4 88
88	Saginaw, Mich	8,950	.....	2,550	14,245	200	1,236	800	.....	1,165	375	75	73	30,831	17 12	3 96
89	Minneapolis, Minn c	8,300	.....	.....	43,579	.....	3,396	4,360	974	125	2,780	(1,265)		78,479	19 50	5 20
90	St. Paul, Minn*	13,500	3,300	.....	52,700	700	5,000	.....	2,500	400	500	.....	3,000	108,600	21 00	.....
91	Natchez, Miss	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	Vicksburg, Miss	.....	.....	697	16,259	.....	775	300	315	.....	500	40	756	19,642	17 74	2 82
93	Hannibal, Mo	356	.....	.....	14,497	450	734	580	72	269	462	.....	681	18,851	11 30	2 55
94	Kansas City, Mo	(25,272)		.....	38,410	d3,258	4,100	3,000	710	962	5,010	100	6,599	87,421	15 06	9 30
95	St. Joseph, Mo	8,878	6,053	2,400	33,496	.....	3,059	2,262	2,205	324	2,105	.....	1,657	64,112	10 22	3 31
96	St. Louis, Mo	42,000	212,679	41,300	502,442	25,700	47,357	11,787	5,290	1,504	30,786	8,612	27,443	e1,010,615	19 62	5 72
97	Omaha, Nebr	15,030	.....	4,550	30,235	500	3,807	3,219	50	1,060	1,727	10	3,456	81,468	21 56	8 57
98	Manchester, N. H	.....	.....	1,800	39,104	185	2,638	5,316	.....	.....	6,072	512	1,194	56,821	16 77	7 11
99	Nashua, N. H	.....	.....	.....	24,489	.....	1,676	1,981	.....	350	2,992	398	669	32,555	16 42	4 74
100	Portsmouth, N. H	.....	.....	.....	20,258	50	864	1,843	450	250	3,133	85	283	27,729	.....	.....
101	Camden, N. J	15,013	.....	.....	48,053	1,773	5,610	.....	150	1,061	.....	929	10,923	86,362	12 16	5 07
102	Elizabeth, N. J	.....	406	500	29,635	323	2,622	1,263	1,300	381	1,284	3,069	1,203	41,985	13 10	4 97
103	Jersey City, N. J	0	0	38,600	162,000	3,000	.....	.....	3,000	.....	.....	8,000	.....	225,932	19 88	.....
104	Newark, N. J	.....	.....	28,600	131,079	4,175	10,915	8,922	726	1,244	8,303	8,223	4,845	208,032	16 00	4 23

105	New Brunswick, N. J	5,547	4,750	2,500	17,820	647	1,200	787	800	582	1,198	558	702	85,610	13 17	4 20
106	Orange, N. J	.....	.....	3,520	12,926	250	1,080	794	302	.....	826	255	414	20,367	17 47	4 16
107	Paterson, N. J	.....	.....	2,000	50,984	1,209	5,365	2,479	112	.....	2,202	3,395	4,825	92,621	13 12	4 85
108	Trenton, N. J	.....	.....	2,500	34,463	175	1,979	1,470	598	.....	1,993	197	4,750	70,486	15 87	4 78
109	Auburn, N. Y	.....	.....	1,500	24,410	350	1,486	2,086	.....	338	884	56	1,345	32,925	14 80	3 73
110	Binghamton, N. Y	.....	.....	1,358	27,436	700	2,614	2,091	.....	671	529	45	2,403	39,770	12 35	2 40
111	Buffalo, N. Y	.....	.....	.....	.....	.....	7,000	13,000	2,000	400	.....	400	.....	300,000	23 49	.....
112	Cohoes, N. Y	.....	.....	0	21,056	600	911	1,292	350	583	3,000	.....	.....	33,789	15 97	4 88
113	Elmira, N. Y	11,077	.....	4,500	40,810	1,000	3,432	3,038	200	1,156	4,095	125	1,444	96,270	14 76	4 72
114	Ithaca, N. Y	.....	.....	2,000	14,954	.....	1,170	1,161	.....	280	1,121	1,370	867	27,391	14 64	5 32
115	Kingston, N. Y.f	5,642	.....	.....	18,993	110	1,612	2,060	184	70	1,704	200	389	31,567	16 38	5 46
116	Lockport, N. Y	.....	.....	1,386	20,260	.....	1,310	1,694	100	222	1,822	40	2,015	38,630	12 93	4 30
117	Long Island City, N. Y	.....	.....	508	24,113	.....	2,220	939	2,050	(1, 254)	.....	.....	614	35,473	14 94	4 29
118	Newburgh, N. Y	.....	.....	2,000	26,603	.....	1,235	1,151	.....	657	16,469	100	2,752	55,925	14 52	11 35
119	New York, N. Y	.....	.....	463,500	2,313,063	44,271	122,062	69,146	52,424	500	69,900	167,667	g160,837	3,948,100	21 99	5 64
120	Ogdensburg, N. Y	.....	.....	.....	9,620	.....	900	875	.....	310	1,209	184	400	13,714	.....	.....
121	Oswego, N. Y	.....	.....	.....	35,747	2,000	4,175	3,591	605	1,215	7,103	876	3,113	71,018	13 08	8 30
122	Poughkeepsie, N. Y	.....	.....	.....	23,801	300	1,959	1,991	450	224	1,252	173	2,644	34,998	9 89	3 74
123	Rochester, N. Y	.....	.....	2,500	114,107	2,235	6,627	10,803	547	296	2,233	2,198	15,273	187,807	16 63	5 73
124	Rome, N. Y	.....	.....	2,000	12,366	.....	808	1,055	.....	45	539	.....	245	22,475	12 22	2 27
125	Saratoga Springs, N. Y	.....	.....	600	16,263	600	775	2,254	117	101	2,888	.....	796	26,634	18 41	8 22
126	Schenectady, N. Y	.....	.....	2,000	14,616	.....	1,167	1,483	639	23	1,958	152	1,012	26,092	10 62	4 13
127	Syracuse, N. Y	4,111	.....	2,000	99,606	380	6,375	8,733	.....	1,417	4,987	1,149	1,263	134,534	16 31	3 90
128	Troy, N. Y	.....	.....	.....	76,341	3,500	6,191	5,158	2,762	.....	8,256	(5,173)	.....	124,698	13 94	5 67
129	Utica, N. Y	.....	.....	2,500	46,979	500	3,261	3,178	150	857	2,422	697	1,367	72,896	15 50	3 87
130	Watertown, N. Y	3,273	.....	2,100	17,069	400	1,247	1,893	200	425	2,850	200	526	31,854	15 13	6 11
131	Yonkers, N. Y	.....	.....	.....	42,819	.....	.....	.....	.....	.....	.....	.....	7,831	56,841	.....	.....
132	Akron, Ohio	.....	2,467	3,150	22,602	.....	.....	.....	.....	.....	.....	.....	9,513	30,728	13 32	4 92
133	Canton, Ohio	18,418	.....	1,800	17,639	150	1,780	437	75	118	1,188	.....	.....	66,092	16 18	2 03
134	Chillicothe, Ohio*	13,238	.....	2,233	18,930	.....	.....	.....	.....	.....	.....	.....	8,907	48,358	17 10	6 87
135	Cincinnati, Ohio	1,560	0	46,780	450,245	8,100	23,746	6,136	1,733	112	22,896	546	16,296	743,886	20 80	3 50
136	Cleveland, Ohio	.....	.....	13,500	224,452	8,716	16,070	8,106	3,329	881	7,975	330	h37,612	410,846	16 74	5 84
137	Columbus, Ohio	12,420	0	5,000	85,244	0	10,017	i4,088	0	0	12,901	.....	7,567	162,260	17 75	6 80
138	Dayton, Ohio	10,433	0	3,000	75,887	1,723	5,039	2,593	480	219	6,520	200	4,822	153,790	21 32	5 84
139	Hamilton, Ohio	4,186	11,500	2,200	18,390	310	2,200	800	.....	900	1,686	50	950	46,172	16 58	5 55
140	Mansfield, Ohio	7,800	.....	1,800	14,950	150	1,050	600	.....	250	500	20	100	32,520	13 18	2 10
141	Newark, Ohio	4,406	.....	1,800	14,093	.....	1,061	.....	.....	.....	.....	.....	.....	38,812	13 60	.....
142	Portsmouth, Ohio	6,711	.....	1,800	18,869	175	1,590	1,084	120	417	1,040	.....	6,511	48,007	14 38	2 71
143	Sandusky, Ohio	1,687	11,000	2,500	21,981	150	1,320	.....	.....	.....	.....	.....	6,521	55,865	13 05	4 26
144	Springfield, Ohio	6,800	.....	1,800	24,658	200	3,230	5,309	.....	.....	.....	.....	.....	74,844	14 73	4 86
145	Steubenville, Ohio	13,098	.....	1,700	17,237	300	1,000	650	0	.....	.....	.....	5,490	39,405	11 65	4 52
146	Toledo, Ohio	40,791	.....	3,000	70,727	1,450	4,325	.....	.....	.....	.....	.....	17,434	152,710	17 30	5 40
147	Zanesville, Ohio	0	0	4,125	34,125	0	2,995	759	225	316	1,486	100	2,864	52,709	18 06	4 13
148	Portland, Oreg	.....	.....	900	26,024	1,443	1,384	800	77	304	1,288	323	3,679	37,727	22 69	7 83
149	Allegheny, Pa	77,917	.....	22,800	93,449	1,260	11,200	8,000	2,000	1,000	3,982	.....	14,656	284,108	14 75	5 64
150	Allentown, Pa	.....	.....	1,350	22,085	850	2,452	2,422	125	521	1,987	315	807	34,657	10 60	4 28
151	Altoona, Pa	.....	7,303	1,000	16,664	150	1,800	1,101	95	303	2,279	11	1,834	36,906	8 90	3 82
152	Carbondale, Pa	2,104	.....	300	7,819	953	280	569	0	.....	.....	0	381	14,941	7 89	2 01

* From Report of the Commissioner of Education for 1875. *a* Not reported. *b* Janitors and carpenter. *c* West division. *d* Includes superintendent's salary.
e Includes $19,447 invested in interest-bearing bonds. *f* For the Kingston school district only. *g* Includes expenditure for nautical school and for compulsory education.
h Includes salaries of librarians. *i* For fuel and gas.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1876, *&c.*—Concluded.

	City.	EXPENDITURES.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.										
		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.
	1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
153	Chester, Pa	$1,673	$18,011	$353	$17,478	$519	$1,423	$1,128	$141	$23	.....	$2,196	$362	$53,279	$11 76	$4 14
154	Danville, Pa	7,051	.....	.....	7,347	155	28	648	.....	132	$343	200	760	16,664	6 51	2 01
155	Erie, Pa	15,968	.....	2,200	31,248	900	3,153	3,385	436	535	3,027	270	2,032	80,599	12 73	5 22
156	Harrisburg, Pa	10,313	.....	1,500	48,182	1,711	3,726	2,230	1,271	710	500	952	2,406	83,381	14 87	4 04
157	Lancaster, Pa	.....	956	.....	24,637	1,548	.....	.....	a1,167	.....	.....	.....	3,914	71,243	.....	.....
158	Norristown, Pa	8,021	320	700	18,648	1,725	1,573	1,038	.....	888	423	79	859	35,029	13 84	4 70
159	Philadelphia, Pa	.....	.....	.....	1,074,834	6,800	105,031	56,877	37,252	4,155	57,811	109,598	236,457	1,991,364	12 71	7 26
160	Pittsburg, Pa	21,652	22,281	60,000	216,776	5,000	21,000	7,000	500	3,720	13,000	.....	48,000	433,065	16 00	10 00
161	Pottsville, Pa	(11,268)	.....	1,800	23,602	350	1,827	934	359	329	4,488	16	1,015	68,470	11 94	5 67
162	Reading, Pa	43,441	.....	.....	51,529	1,700	3,498	2,498	442	115	5,699	1,403	5,578	119,403	10 30	4 10
163	Scranton, Pa., 4th dist	.....	19,105	.....	29,399	500	2,714	910	535	180	.....	.....	7,733	61,126	14 16	6 07
164	Titusville, Pa	15,452	.....	1,800	14,315	860	1,097	1,490	.....	40	577	.....	3,925	43,147	13 69	6 79
165	Wilkes-Barre, Pa., 3d dist	12,381	.....	.....	b18,534	300	.....	c1,107	.....	.....	941	.....	940	34,203	.....	.....
166	Williamsport, Pa	d19,000	d4,000	0	22,485	335	.....	.....	.....	.....	.....	d100	.....	45,920	.....	.....
167	York, Pa	5,048	.....	1,841	17,943	200	989	1,140	175	.....	2,379	.....	944	32,582	10 35	3 36
168	Newport, R. I	.....	.....	2,000	29,140	150	1,708	2,000	75	.....	2,000	900	6,202	63,675	17 42	6 00
169	Providence, R. I	.....	.....	3,500	182,149	.....	.....	.....	26,529	.....	.....	782	1,500	315,960	.....	.....
170	Warwick, R. I	.....	.....	200	11,209	30	.....	.....	.....	.....	.....	.....	.....	11,439	8 91	.....
171	Woonsocket, R. I	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	52,677	14 03	1 56
172	Chattanooga, Tenn	.....	1,527	1,650	12,103	.....	439	359	668	110	385	.....	239	17,620	15 21	2 32
173	Knoxville, Tenn	.....	.....	1,200	9,251	.....	e65	208	.....	.....	.....	.....	1,980	13,124	12 05	3 15
174	Memphis, Tenn	.....	.....	.....	40,000	.....	.....	.....	.....	.....	.....	.....	9,000	49,000	13 33	5 00
175	Nashville, Tenn	0	14,373	5,500	51,984	480	3,120	1,139	85	1,000	875	660	1,772	81,291	19 53	3 10
176	Houston, Tex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	Burlington, Vt	0	0	1,000	15,056	0	900	1,097	0	287	486	.....	.....	19,042	.....	.....
178	Rutland, Vt	.....	.....	400	8,160	.....	585	579	.....	198	610	15	326	10,873	.....	.....
179	Alexandria, Va	420	44	245	7,915	150	550	461	637	75	206	.....	229	11,514	10 54	4 51
180	Lynchburg, Va	.....	.....	1,000	13,049	64	317	706	482	131	425	89	1,840	18,352	17 98	5 27

181	Norfolk, Va	.....	.....	976	14,200	725	427	403	350	25	1,156	462	342	19,411	16 67	4 27
182	Portsmouth, Va	.....	.....	600	6,200	350	150	288	450	40	306	.....	259	8,683	14 19	3 93
183	Richmond, Va	.....	.....	13,375	47,129	1,740	3,085	2,384	815	650	1,631	372	875	76,668	13 71	2 61
184	Wheeling, W. Va	.....	.....	.....	39,141	1,500	1,750	.....	.....	.....	.....	.....	7,265	79,896	12 14	3 26
185	Fond du Lac, Wis	.....	.....	1,050	19,405	.....	.....	.....	.....	.....	.....	.....	6,784	32,114	11 63	.....
186	Janesville, Wis*	0	0	1,500	10,350	250	1,400	2,000	0	400	800	20	300	17,020	9 11	3 97
187	La Crosse, Wis	.....	.....	800	.....	.....	1,250	862	.....	331	500	.....	.....	c22,530	9 50	2 75
188	Madison, Wis	6,485	.....	2,000	15,105	150	1,229	2,841	200	.....	453	.....	.....	28,713	.....	.....
189	Milwaukee, Wis*	.....	.....	3,000	129,805	1,470	7,260	11,145	.....	.....	.....	.....	4,379	157,645	17 19	3 67
190	Racine, Wis	.....	.....	300	18,373	150	1,000	1,500	0	0	704	.....	300	23,397	11 80	2 60
191	Georgetown, D. C.f	0	2,000	6,925	134,276	1,005	10,031	8,335	22,091	983	14,292	1,832	14,276	g350,273	15 11	7 79
192	Washington, D. C.f															

* From Report of the Commissioner of Education for 1875. *a* Includes repairs. *b* Includes pay of janitors. *c* Includes insurance. *d* Estimated.
e Items not all reported. *f* These statistics are for white schools only. *g* Includes $101,842 for colored schools.

Cities containing 7,500 inhabitants or over from which no statistics have been received.

State.	City.	State.	City.	State.	City.
Alabama	Mobile.	Maryland	Cumberland.	New York	Hudson.
Do	Montgomery.	Do	Frederick.(*a*)	Do	West Troy.
California	Los Angeles.	Massachusetts	Abington.(*a*)	North Carolina	Raleigh.(*a*)
Do	Oakland.	Do	Chelsea.	Do	Wilmington.
Do	Sacramento.	Do	Gloucester.	Ohio	Youngstown.
Connecticut	Meriden.(*a*)	Do	Malden.(*a*)	Pennsylvania	Corry.
Do	Norwich.(*a*)	Do	Marblehead.	Do	Easton.
Do	Waterbury.	Do	Waltham.	South Carolina	Charleston.
Illinois	Aurora.	Michigan	Jackson.	Do	Columbia.(*a*)
Do	Freeport.	Do	Kalamazoo.	Texas	Galveston.
Do	Ottawa.	New Hampshire	Concord.	Do	Jefferson.
Indiana	Evansville.	Do	Dover.	Do	San Antonio.
Do	New Albany.	New Jersey	Hackensack.	Virginia	Petersburg.
Iowa	Keokuk.	Do	Hoboken.	Wisconsin	Oshkosh.
Kentucky	Paducah.	New York	Albany.	Utah	Salt Lake City.(*a*)
Maine	Augusta.	Do	Brooklyn.		

a Has no city school system.

TABLE III.—*Statistics of normal schools for* 1876; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Normal.		Other.	
											Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	State Normal School	Florence, Ala	1872	S. P. Rice, A. M	$5,000	.....	.....	.....	4	124	30	37	57	0
2	Rust Normal Institute	Huntsville, Ala	1866	Isaac Newton Failor	0	$0	$0	$0	2	72	39	33	.....	.....
3	Lincoln Normal University	Marion, Ala	1873	George N. Card	4,000	.....	.....	28 00	3	100	40	30	14	16
4	Normal department, Talladega College	Talladega, Ala	1869	Rev. Edward P. Lord, A. M	.....	.....	.....	.....	4	59	35	24	.....	.....
5	Normal department, Arkansas Indust'l Univ'y	Fayetteville, Ark	1872	Mary E. Gorton	.....	0	0	9 26	1	51	32	19	.....	.....
6	Branch Normal College, Ark. Indust'l Univ'y.	Pine Bluff, Ark	1875	Joseph C. Corbin	1,400	0	0	.....	1	66	9	5	32	20
7	California State Normal School	San José, Cal	1862	Charles H. Allen, A. M	17,500	0	0	35 00	8	635	94	407	65	69
8	Connecticut State Normal School	New Britain, Conn	1850	Isaac N. Carleton, A. M	12,000	0	0	85 71	8	140	16	124	0	0
9	Normal department of Delaware College	Newark, Del	1873	William H. Purnell, LL. D	0	0	0	0	5	12	7	5	.....	.....
10	Delaware State Normal University	Wilmington, Del	1866	John C. Harkness, A. M	0	0	0	0	12	226	165	61	.....	.....
11	Normal department of Atlanta University	Atlanta, Ga	1867	Edmund A. Ware, A. M	8,000	0	0	40 00	...	130	50	80	.....	.....
12	Haven Normal School	Waynesboro', Ga	1868	Rev. C. W. McMahon	0	0	0	0	1	85	14	8	41	22
13	German Evangelical Lutheran Normal School	Addison, Ill	1847	J. C. W. Lindemann	0	0	0	0	5	136	136	.....	.....	.....
14	Southern Illinois Normal University	Carbondale, Ill	1874	Robert Allyn	19,350	.....	.....	21 58	11	354	110	86	79	79
15	Chicago Kindergarten Training School	Chicago, Ill., (63 & 65 Washington street, room 3.)	1876	Mrs. A. H. Putnam, Miss Sara Eddy, and Miss Josephine Jarvis.	.....	.....	.....	.....	3	10	....	10	.....	.....
16	Chicago High School, normal department	Chicago, Ill	1856	Edward C. Delano	.....	.....	.....	.....	5	139	....	139	.....	.....
17	Northern Illinois Normal College, (Rock River University.)	Dixon, Ill	1875	W. Nathan Ferris, M. D	.....	.....	.....	.....	7	38	16	22	.....	.....
18	Normal and Business School	Dover, Ill	1876	W. J. Cook	.....	.....	.....	.....	7	120	65	55	.....	.....
19	Cook County Normal and Training School	Englewood, Ill	1867	D. S. Wentworth	0	15,000	0	a38 56	8	389	50	165	70	104
20	Northwestern German-English Normal School	Galena, Ill	1868	Prof. B. F. Merten	0	0	0	0	5	115	56	15	38	6
21	Illinois State Normal University	Normal, Ill	1857	Edwin C. Hewett, A. M., pres't	24,700	0	0	61 14	15	b633	181	223	137	123
22	Peoria County Normal School	Peoria, Ill	1868	S. H. White	0	5,000	.....	.....	4	98	31	67	0	0
23	Elkhart County Normal and Classical School	Goshen, Ind	1874	D. Moury and A. Blunt, A. M	.....	.....	.....	.....	7	140	80	60	.....	.....

24	Northwestern Normal School*	Kentland, Ind	1874	B. F. Niesz					2	61	30	31		
25	La Grange County Normal School*	La Grange, Ind	1875	E. T. Casper					2	100	52	48		
26	Normal School	Marion, Ind												
27	Indiana State Normal School	Terre Haute, Ind	1870	William A. Jones, A. M	17, 000				8	423	89	138	(196)	
28	Northern Indiana Normal School and Business Institute.	Valparaiso, Ind	1873	H. B. Brown	0	0	0	0	16	2, 300				
29	Iowa State Normal School	Cedar Falls, Iowa	1876	J. C. Gilchrist, A. M	c9, 500	0	0		6	106	27	69	7	3
30	Eastern Iowa Normal School	Grandview, Iowa	1874	Edwin R. Eldridge	0		1, 700		9	270	47	59	82	82
31	Chair of didactics, Iowa State University*	Iowa City, Iowa	1872	Rev. S. N. Fellows, D. D					1	17	13	4		
32	Whittier College and Normal Institute	Salem, Iowa	1868	William P. Clark, A. M., LL. D	0	0	0	0	5	153	20	27	62	44
33	Concordia State Normal School of Kansas	Concordia, Kans	1873	H. D. McCarty, LL. D., pres't.	2, 297		1, 650	11 60	8	292	90	81	58	63
34	State Normal School*	Emporia, Kans	1863	Rev. C. R. Pomeroy, D. D	12, 440	0	0	28 00	11	400	270	130		
35	Leavenworth State Normal School of Kansas	Leavenworth, Kans	1870	John Wherrell	2, 297	0	0		6	450	200	250	0	0
36	Normal department of Berea College	Berea, Ky	1858	Henry R. Chittenden, A. B					(e)	10	8	2		
37	Kentucky Normal School	Carlisle, Ky	1873	T. C. H. Vance and W. H. Campbell.	0	0	0	0	5	135	65	35	15	20
38	Glasgow Normal School	Glasgow, Ky	1875	A. W. Mell		(f)			7	225	90	60	35	40
39	Louisville Training School	Louisville, Ky	1871	Hiram Roberts	0	0			8	45		45		
40	Normal School	Morgantown, Ky	1873	W. J. Finley	0	0	0	0	4	48	16	6	11	15
41	Normal department, New Orleans University*	New Orleans, La		Rev. W. D. Godman, D. D						14	5	9		
42	Normal department, Straight University	New Orleans, La												
43	Peabody Normal Seminary for Louisiana	New Orleans, La., (247 St. Charles street.)	1810	Robert M. Lusher, custos	0	0	0	0	5	95	0	45	0	50
44	Eastern State Normal School	Castine, Me	1867	Grenville T. Fletcher, A. M	7, 000	0	0	30 00	9	250	100	150	0	0
45	Western State Normal School	Farmington, Me	1864	Charles C. Rounds, M. S	7, 934	0	0	33 50	7	194	52	142	0	0
46	Normal department, Maine Central Institute	Pittsfield, Me	1871	Cyrus Jordan	600				2	17	4	13		
47	Oak Grove Seminary, normal department	Vassalboro', Me	1857	G. C. Kilgore, (associate prin.)	600	0	0	3 00	5	90	40	50		
48	Baltimore Normal School for the Education of Colored Teachers.	Baltimore, Md	1864	S. H. Gambell	2, 000	0	0	16 00	4	40	10	30		
49	Maryland State Normal School	Baltimore, Md	1866	M. A. Newell	14, 000	0	0	50 97	9	206	14	184	2	6
50	St. Catherine's Normal Institute*	Baltimore, Md., (cor. Harlan and Arlington avenues.)	1875	Sister Mary Ferdinand	0	0	0	0	8	25	0	25		
51	Boston Normal School	Boston, Mass	1852	Larkin Dunton					9	76		76		
52	Kindergarten Normal Class	Boston, Mass., (52 Chestnut street.)	1873	Misses Mary J. Garland and R. J. Weston.					6	23		23		
53	Massachusetts Normal Art School	Boston, Mass., (28 School street.)	1873	Walter Smith, director	13, 000	0	0		12	442	171	271		
54	State Normal School	Bridgewater, Mass	1840	Albert G. Boyden, A. M	13, 000			62 00	9	210	55	155		
55	State Normal School	Framingham, Mass	1839	Ellen Hyde	15, 000			80 00	12	150		150		
56	State Normal School	Salem, Mass	1854	Daniel B. Hagar, Ph. D	13, 000			44 37	13	293	0	293	0	0
57	Westfield State Normal School	Westfield, Mass	1844	John W. Dickinson, A. M	12, 800	0	0	72 31	9	177	19	158	0	0
58	Massachusetts State Normal School	Worcester, Mass	1874	E. H. Russell	11, 000				7	112	2	110	0	0
59	Michigan State Normal School	Ypsilanti, Mich	1852	Rev. J. Estabrook, M. A	17, 300	0	0	28 00	14	689	198	251	110	130
60	State Normal School at Mankato	Mankato, Minn	1868	Rev. D. C. John, A. M	5, 000			20 00	6	250	85	165		
61	State Normal School at St. Cloud	St. Cloud, Minn	1869	D. L. Kiehle, A. M	5, 000			33 00	6	280	60	153	37	30
62	First State Normal School	Winona, Minn	1864	Charles A. Morey					11	478	88	219	59	112
63	Mississippi State Normal School	Holly Springs, Miss	1870	W. B. Highgate, A. M	4, 600	0	0	52 27	3	88	59	29	0	0
64	Tougaloo University and Normal School	Tougaloo, Miss	1869	Rev. L. A. Darling	3, 000	200	0	14	4	221	79	33	51	58

* From Report of the Commissioner of Education for 1875. † Exclusive of appropriations for permanent objects. *a* County appropriation per capita. *b* 31 were counted twice. *c* For the current year. *d* The school was temporarily suspended for want of appropriation to continue it. *e* See classical department, Table IX. *f* A building worth $10,000.

TABLE III.—*Statistics of normal schools for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year†		Total.	Normal.		Other.	
											Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
65	Southeast Missouri Normal School	Cape Girardeau, Mo.	1873	Alfred Kirk	$10,000	.....	.....	$38 83	7	281	112	93	41	35
66	Normal College, University of Missouri	Columbia, Mo.	1868	Erastus L. Ripley, A. B	.....	.....	.....	.....	13	.....	.....	.....	.....	.....
67	Fruitland Normal Institute	Jackson, Mo	1864	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	Normal department, Lincoln Institute	Jefferson City, Mo	1871	Samuel T. Mitchell, A. B	5,000	$0	$0	42 37	6	30	18	12	.....	.....
69	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin	10,000	0	0	15 00	10	627	208	419	.....	.....
70	Northwest Normal School	Oregon, Mo	1876	O. C. Hill	.....	.....	.....	.....	3	.....	.....	.....	.....	.....
71	Kindergarten Normal Training School	St. Louis, Mo	1873	Mrs. C. J. Hildreth	.....	.....	.....	.....	2	60	.....	60	.....	.....
72	Normal School	St. Louis, Mo	1857	Louis Soldan	.....	.....	.....	.....	13	300	0	300	0	0
73	South Missouri State Normal School	Warrensburg, Mo.	1871	George L. Osborne	10,000	0	0	24 13	9	414	173	241	.....	.....
74	Nebraska State Normal School	Peru, Nebr.	1867	Robert Curry, A. M., Ph. D.	15,000	0	.....	.....	8	192	86	106	.....	.....
75	New Hampshire State Normal School	Plymouth, N. H	1870	Ambrose P. Kelsey, A. M	5,000	.....	.....	29 60	5	171	45	126	.....	.....
76	New Jersey State Normal and Model School	Trenton, N. J	1855	Washington Hasbrouck, Ph. D.	15,000	.....	.....	.....	23	638	38	218	175	207
77	New York State Normal School	Albany, N. Y	1844	Rev. Jos. Alden, D. D., LL. D.	18,000	.....	.....	.....	10	422	168	254	.....	.....
78	State Normal School	Brockport, N. Y.	1867	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	State Normal School	Buffalo, N. Y	1871	Henry B. Buckham, A. M	18,000	0	0	92 00	11	312	32	267	12	1
80	State Normal and Training School	Cortland, N. Y	1869	J. H. Hoose, A. M., Ph. D	19,146	0	0	47 11	13	815	35	242	(438)	
81	State Normal and Training School	Fredonia, N. Y	1866	Rev. John W. Armstrong, D. D	18,944	0	0	118 34	15	773	59	93	287	334
82	State Normal School	Geneseo, N. Y	1871	William J. Milne, A. M	28,000	.....	.....	53 00	17	859	(339)		(520)	
83	Normal College	New York, N. Y	1870	Thomas Hunter, A. M., pres't	.....	.....	95,000	.....	35	1,409	0	1,409	0	0
84	Oswego State Normal and Training School	Oswego, N. Y	1861	Edward A. Sheldon, A. M	18,000	0	0	40 09	14	449	96	353	.....	.....
85	State Normal and Training School	Potsdam, N. Y	1869	Henry L. Harter, A. M., vice principal.	17,425	.....	.....	47 00	13	a300	119	152	27	11
86	Bennett Seminary	Greensboro', N. C	1874	Edward O. Thayer	.....	.....	.....	.....	2	77	15	20	16	26
87	Ray's Normal Institute	Kernersville, N. C	1874	John S. Ray	.....	.....	.....	.....	3	42	34	4	2	2
88	Ellendale Teachers' Institute	Little River P. O., N. C	1872	W. E. White	.....	0	0	0	2	.....	.....	.....	.....	.....

89	Shaw University	Raleigh, N. C	1865	H. M. Tupper, A. M					3	180	100	80	(b)	
90	Tileston Normal School	Wilmington, N. C	1872	Amy M. Bradley					5	185		5	66	114
91	Northwestern Ohio Normal School	Ada, Ohio	1871	H. S. Lehr, A. M	0	0	0	0	9	419	171	77	132	69
92	Ohio Normal School	Bloomingburg, Ohio	1875	L. G. Crippen					3	140				
93	Cincinnati Normal School	Cincinnati, Ohio	1868	Miss Delia A. Lathrop					9	78	0	78	0	0
94	Cleveland City Normal School	Cleveland, Ohio	1874	Alexander Forbes			5,300		2	51		51	0	0
95	Dayton Normal and Training School	Dayton, Ohio	1869	Jane W. Blackwood					4	21		21		
96	Hopedale Normal School	Hopedale, Ohio	1852	W. Brinkerhoff, A. M					5					
97	National Normal School	Lebanon, Ohio	1855	Alfred Holbrook, president	0	0	0	0	16	1,507		(669)		(838)
98	Normal School	Medina, Ohio												
99	Western Reserve Normal School	Milan, Ohio	1832	Miss Delia Palmer	0	0	0	0	4	197	88	109		
100	Normal department, Mount Union College	Mt. Union, Ohio	1846	James A. Brush, A. M	0	0	0	0	5	240				
101	Orwell Normal Institute	Orwell, Ohio	1865	H. W. Johnson	0	0	0	0	3					
102	Southern Ohio Normal School	Pleasantville, Ohio	1875	J. C. Harper	0	0	0	0	9	64	8	10	26	20
103	Republic Normal School*	Republic, Ohio	1874	B. B. Hall					4					
104	Sandusky Training School	Sandusky, Ohio	1874	Huldah Gazlay			1,400		2	14		14		
105	Ohio Central Normal School	Worthington, Ohio	1871	John Ogden, M. A	0	0	0	0	5	203	99	80	14	10
106	Wilberforce University, normal department	Xenia, Ohio	1872	B. F. Lee, president of univ	0	0	0	0	1	40	2	3	15	20
107	Ohio Free Normal School	Yellow Springs, Ohio	1876	Prof. James McNeill					3	79	25	32	10	12
108	Normal course in Pacific University*	Forest Grove, Oreg	1871	Rev. S. H. Marsh, D. D., pres't						4		4		
109	Bloomsburg State Normal School, sixth district	Bloomsburg, Pa	1869	T. L. Griswold, A. M., M. D	c37, 888	0	0	8 50	13	e342	145	115	37	45
110	Southwestern Normal College	California, Pa	1865	Prof. George P. Beard, A. M	0	0	0	0	7					
111	Northwestern State Normal School	Edinboro', Pa	1861	J. A. Cooper	0	0	0	0	10	630	226	278	29	37
112	State Normal School at Indiana	Indiana, Pa	1871	David M. Sensenig	0	0	0	0	10	304	159	97	20	28
113	Keystone State Normal School	Kutztown, Pa	1866	Rev. A. R. Horne, A. M					12	516	388	22	83	23
114	Central Normal School Association*	Lock Haven, Pa	1870	S. D. Ball, sec'y board trustees	5,000	0	0							
115	Pennsylvania State Normal School, 5th district	Mansfield, Pa	1862	Charles H. Verrill, A. M			0		8	204	106	98		
116	Pennsylvania State Normal School, 2d district	Millersville, Pa	1855	Edward Brooks, A. M., Ph. D			0		23	893	324	256	180	43
117	Philadelphia Normal School for Girls	Philadelphia, Pa., (n. e. cor. 17th and Spring Garden sts.)	1848	George W. Fetter	0	0	14, 813		25	1, 155		1, 155		0
118	Snyder County Normal Institute	Selin's Grove, Pa	1873	William Noetling, A. M	0	0	0	0	2	63	50	7	6	0
119	Cumberland Valley State Normal School	Shippensburg, Pa	1873	Rev. I. N. Hayes, A. M				(d)	11	266	130	71	28	37
120	West Chester State Normal School	West Chester, Pa	1871	George L. Maris, A. M	2, 359			8 67	14	272	65	90	73	44
121	Rhode Island State Normal School	Providence, R. I	1871	James C. Greenough, A. B	10, 000	0	0		12	144	12	132	0	0
122	Avery Normal Institute	Charleston, S. C	1865	Amos W. Farnham	0	0	0	0	10	320	44	72	87	117
123	State Normal School	Columbia, S. C	1874	Mortimer A. Warren	15, 000				6					
124	Central Normal School	Humboldt, Tenn	1876	J. J. Taylor					2	44	30	14		
125	South Normal School and Business Institute	Jonesboro', Tenn	1876	Wise & Presnell	0	0	0	0	5	55	30	25	(e)	(e)
126	Freedmen's Normal Institute	Maryville, Tenn	1874	William P. Hastings	0	103	0	0	2	139	21	5	63	50
127	New Providence Institute, (Maryville College)	Maryville, Tenn	1852	Frank M. Smith					4	12	2	10		
128	Le Moyne Normal School	Memphis, Tenn	1871	A. J. Steele	0	0	0	0	7	130	36	44	41	69
129	Central Tennessee College, normal dep't	Nashville, Tenn	1866	Rev. J. Braden, A. M., pres't	0	0	0	0	2	51	33	18		
130	Normal department of Fisk University	Nashville, Tenn	1866	A. K. Spence	0	0	0	0	12	110	55	55		
131	State Normal College, University of Nashville	Nashville, Tenn	1875	Eben S. Stearns, D. D., pres't	0	0	0	0	6	f60	12	48		
132	Castleton State Normal School	Castleton, Vt	1868	Walter E. Howard	1, 500	0	0		5	g150				
133	Johnson State Normal School	Johnson, Vt	1867	William C. Crippen	1, 500			15 00	10	100	40	60	0	0
134	State Normal School	Randolph, Vt	1867	Abel E. Leavenworth, A. M	1, 500	0	0	7 25	8	253	73	134	24	22
135	Hampton Normal and Agricultural Institute	Hampton, Va	1870	S. C. Armstrong	0	0	0	0	23	256	160	96	0	0

* From Report of the Commissioner of Education for 1875. † Exclusive of appropriations for permanent objects. *a* Does not include intermediate and primary departments.
b See theological department, Table XI. *c* $35,000 of this was a special appropriation for rebuilding dormitory. *d* The State pays 50 cents a week for teachers.
e See academic department, Table VI. *f* Exclusive of model school. *g* Aggregate attendance for four quarters.

TABLE III.—*Statistics of normal schools for 1876, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.†		Total.	Normal.		Other.	
											Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
136	Richmond Normal School	Richmond, Va	1867	R. M. Manley, A. M	$0	$0	.....	.....	5	149	36	72	12	29
137	Fairmont State Normal School	Fairmont, W. Va	1869	J. G. Blair, M. D., LL. D	1,000	.....	.....	$9 52	9	105	80	25	0	0
138	State Normal School at Glenville	Glenville, W. Va	1873	T. Marcellus Marshall	1,000	.....	.....	14 49	2	71	14	7	23	27
139	Storer College	Harper's Ferry, W. Va	1868	Rev. N. C. Brackett, A. M	.....	.....	.....	.....	5	137	45	46	24	22
140	Marshall College, State Normal School	Huntington, W. Va	1857	A. D. Chesterman, A. M	1,000	.....	.....	10 33	3	97	23	7	17	50
141	Shepherd College	Shepherdstown, W. Va	1872	Joseph McMurran, A. M	1,000	0	$0	9 52	4	136	47	58	18	13
142	West Liberty State Normal School	West Liberty, W. Va	1870	J. C. Gwynn	.....	.....	.....	28 57	4	42	9	26	2	5
143	Oshkosh State Normal School	Oshkosh, Wis	1871	George S. Albee	*a*11,280	.....	.....	18 23	12	521	144	179	80	118
144	Wisconsin State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M	18,533	0	0	40 37	10	459	103	101	118	137
145	River Falls State Normal School	River Falls, Wis	1875	W. D. Parker	0	0	0	0	9	168	35	55	30	48
146	Holy Family Teachers' Seminary*	St. Francis, Wis	1870	Rev. Th. Brunner	0	0	0	0	8	80	80	.....	.....	.....
147	State Normal School	Whitewater, Wis	1868	Wm. F. Phelps, M. A., pres't	16,218	0	.....	56 90	13	405	95	190	58	62
148	Miner Normal School	Washington, D. C., (1613 P street.)	1876	Mary B. Smith	0	0	0	0	1	.....	.....	.....	.....	.....
149	Normal department of Howard University	Washington, D. C	1867	Thomas Robinson	0	0	0	0	4	106	12	15	40	39
150	Washington Normal School	Washington, D. C	1873	Miss Lucilla E. Smith	0	0	1,800	0	3	20	0	20	0	0
151	Normal department of the University of Deseret.	Salt Lake City, Utah.	1875	John R. Park, M. D	2,000	440	.....	66 57	4	36	20	16	.....	.....

* From Report of the Commissioner of Education for 1875. † Exclusive of appropriations for permanent objects. *a* Estimated.

TABLE III.—*Statistics of normal schools for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	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?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.							
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	State Normal School	....	....	3	40	2,500	....	....	....	*a*$3	....	....	....	....	....	....	....	....	×	....	×	June, last Thurs.
2	Rust Normal Institute	0	....	....	36	200	0	5	3	3	0	0	....	....	0	0	0	0	0	0	....	
3	Lincoln Normal University	....	....	6	40	....	....	....	....	....	×	0	×	×	×	×	0	0	0	×	×	June 25.
4	Normal department, Talladega College	8	6	3	40	....	....	....	5	11½	0	0	×	×	×	×	0	0	0	×	0	June 28.
5	Normal department, Arkansas Indust'l Univ'y	3	2	3, 4	40	560	12	15	5	15	×	0	×	×	0	0	0	0	0	×	0	June 15.
6	Branch Normal College, Ark. Indust'l Univ'y	0	0	5	40	9	2	0	0	*b*5	×	0	×	×	×	×	0	0	0	×	0	June 15.
7	California State Normal School	38	38	2	40	1,021	....	116	2	*b*	×	0	×	×	0	×	0	0	0	×	0	March 26.
8	Connecticut State Normal School	41	30	2	39	1,500	500	....	1	0	×	×	×	×	0	×	0	0	0	×	0	June or July.
9	Normal department of Delaware College	4	1	3	39	....	....	....	6	0	0	0	×	×	0	×	0	0	0	×	0	June, 3d Weds.
10	Delaware State Normal University	....	15	3	37	650	....	50	14	46	×	0	×	×	0	×	0	0	0	×	0	May, last Friday.
11	Normal department of Atlanta University	4	4	4	40	0	0	0	1	18	0	0	×	×	0	0	0	0	0	0	0	June 21.
12	Haven Normal School	0	....	....	40	0	0	0	0	(*c*)	0	0	×	×	0	0	0	0	0	0	0	Dec. and April.
13	German Evangelical Lutheran Normal School	21	21	5	40	....	....	....	11	0	×	×	×	×	0	×	×	×	0	×	....	June 30.
14	Southern Illinois Normal University	5	5	3, 4	39	2,357	1,563	376	13	*d*30	×	0	×	×	0	×	×	×	0	×	0	June, 3d Thurs.
15	Chicago Kindergarten Training School	....	....	1–3	26	....	....	....	....	75	×	×	....	....	....	....	....	....	....	×	....	March 25.
16	Chicago High School, normal department	35	35	2	40	100	....	18	....	....	×	0	×	×	0	0	0	0	0	×	0	June.
17	Northern Illinois Normal College, (Rock River University.)	....	....	4	40	200	0	50	5	50	×	0	×	×	0	0	×	×	0	×	....	June 28.
18	Normal and Business School	....	....	4	40	400	....	15	4	28-32	×	0	0	×	0	×	0	0	0	×	0	June, last Friday.
19	Cook County Normal and Training School	29	27	3	40	300	7	30	3	*e*40	×	×	×	....	×	×	0	....	0	×	*f*×	June, last Friday.
20	Northwestern German-English Normal School	3	2	3	40	200	0	3	2	26-32	0	0	×	×	×	×	0	0	0	×	0	November 28.
21	Illinois State Normal University	20	17	3	39	1,000	20	100	2	0	×	×	×	0	×	×	0	×	0	×	....	June 21.
22	Peoria County Normal School	10	9	2	40	535	100	85	2	0	0	0	×	0	0	....	×	0	×	×	(*g*)	June.

a Incidental expenses. *b* Matriculation fee. *c* $1 per month. *d* Tuition is generally free. *e* To non-residents.
f In schools of the county. *g* They receive certificates for two years.

TABLE III.—*Statistics of normal schools for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	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?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.							
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
23	Elkhart County Normal and Classical School	5	.....	4	24	.....	.....	.....	.....	$20	...	.....	...	...	...	...	...	...	...	...	...	
24	Northwestern Normal School*	.....	.....	2, 3	36	.....	.....	.....	.....	28	×	×	×	×	0	0	0	0	× × ×	× ×	0	June 9.
25	La Grange County Normal School*	.....	.....	.....	...	.....	.....	.....	.....	5	0	0	×	×	0	0	..	..	0	0	0	
26	Normal School	.....	.....	.....	...	.....	.....	.....	.....	.....	...	.....	...	...	...	...	...	...	...	...	.....	
27	Indiana State Normal School	16	16	2	39	1, 600	100	.....	6	0	×	0	×	×	0	×	..	0	×	×	*b* ×	June, last week.
28	Northern Indiana Normal School and Business Institute.	33	24	3	44	3, 000	500	100	15	32	×	×	×	×	×	×	×	0	0	×	0	June 28.
29	Iowa State Normal School	.....	.....	4	40	500	.....	25	6	0	×	.....	×	×	×	0	0	0	0	×	.....	June 27.
30	Eastern Iowa Normal School	4	2	4	40	500	100	25	12	28, 34	×	×	×	×	×	×	0	0	0	×	0	June 20, 22.
31	Chair of didactics, Iowa State University*	7	6	.....	38	.....	.....	300	4	.....	×	0	...	...	×	×	0	0	0	×	0	June 28.
32	Whittier College and Normal Institute	2	2	4	42	300	125	12	0	32	0	0	0	0	×	×	0	0	0	×	0	
33	Concordia State Normal School of Kansas	9	9	2	42	535	.....	25	0	0	×	0	×	...	×	×	..	0	×	×	×	June, 3d Wed.
34	State Normal School*	16	14	2, 4	35	400	.....	55	8	0	×	0	×	0	×	×	..	0	×	×	×	June 16.
35	Leavenworth State Normal School of Kansas	13	13	2	40	40	.....	.....	5	0	×	0	0	0	×	×	..	0	×	×	×	June.
36	Normal department of Berea College	1	.....	2	40	.....	.....	.....	.....	9	×	0	×	×	×	×	..	0	×	×	0	June 27.
37	Kentucky Normal School	9	9	3	48	1, 000	0	30	30	48	0	0	×	×	×	0	0	0	×	×	×	July 14.
38	Glasgow Normal School	5	5	3	48	2, 000	500	100	5	44	×	0	...	...	×	×	..	0	×	×	×	August 3.
39	Louisville Training School	22	14	1	42	150	.....	15	5	55	×	0	×	0	×	×	0	0	×	×	×	June, last week.
40	Normal School	.....	.....	.....	40	0	.....	0	.....	20–40	0	0	.....	×	0	0	0	0	0	0	.....	
41	Normal department, New Orleans University*	.....	.....	3	36	.....	.....	.....	1	0	×	0	×	×	0	0	0	0	0	×	×	June, 1st week.
42	Normal department, Straight University	.....	.....	.....	...	.....	.....	.....	.....	.....	...	.....	...	...	...	...	...	...	...	...	.....	
43	Peabody Normal Seminary for Louisiana	30	18	3	40	70	5	35	1	*c*0	×	0	×	0	0	0	0	0	×	×	0	June.
44	Eastern State Normal School	22	20	2	38	500	300	20	1	*d*4 50	×	×	×	0	×	×	×	0	×	×	0	June.
45	Western State Normal School	31	28	2	38	1, 200	200	100	11	0	×	×	×	0	×	×	×	0	0	×	×	June 20.
46	Normal department, Maine Central Institute	2	2	2	40	.....	.....	.....	.....	22	×	0	×	×	×	0	×	0	×	×	.....	June 21.
47	Oak Grove Seminary, normal department	0	0	4	33	.....	0	0	0	18	×	0	0	0	0	×	0	0	0	×	0	May 10.

48	Baltimore Normal School for the Education of Colored Teachers.	4	2	4	43	1,000	.....	0	0	10–15	×	0	×	×	0	0	0	0	×	×	0	May.
49	Maryland State Normal School	21	18	2–3	39	1,750	50	87	11	*e*75	×	×	×	×	×	×	×	×	×	×	×	May, last week.
50	St. Catherine's Normal Institute*	.....	.....	3	40	500	.....	75	5	.....	×	×	×	×	×	.....	×	×	×	×	.....	
51	Boston Normal School	62	.....	1	40	.....	.....	.....	.....	0	×	.....	×	0	.....	.....	.....	.....	×	×	*f*×	July, last week.
52	Kindergarten Normal Class	23	18	1	30	.....	.....	.....	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	May or June.
53	Massachusetts Normal Art School	0	.....	4	35	50	.....	.....	1	*d*20	×	×	0	0	0	0	0	0	0	×	.....	June, 1st week.
54	State Normal School	49	46	2, 4	40	2,000	.....	180	4	0	×	×	×	0	×	×	×	×	0	×	0	June 29.
55	State Normal School	40	20	2	40	1,500	100	200	3	0	×	×	×	.....	×	0	0	×	0	×	0	July.
56	State Normal School	67	.....	2, 4	40	8,000	.....	.....	6	0	×	×	×	0	×	×	×	×	0	×	0	Jan. and June.
57	Westfield State Normal School	47	.....	2, 4	40	1,350	.....	200	6	0	×	×	×	0	×	×	×	×	0	×	0	June 28.
58	Massachusetts State Normal School	12	12	2	38	839	301	40	3	0	×	×	×	0	×	×	×	0	.....	×	0	July.
59	Michigan State Normal School	80	75	5	40	1,600	200	250	3	10	×	×	×	0	×	×	×	0	×	×	×	June 28.
60	State Normal School at Mankato	9	8	2½	36	250	50	12	0	0	×	.....	0	0	×	0	0	0	×	×	0	May 15.
61	State Normal School at St. Cloud	27	23	2	36	200	.....	.....	.....	0	×	0	×	0	×	0	0	×	×	×	0	May 8.
62	First State Normal School	36	29	.....	.....	.....	.....	.....	.....	0	×	×	×	0	×	×	×	.....	×	×	0	May 22.
63	Mississippi State Normal School	0	.....	4	40	120	14	40	2	0	×	0	×	0	0	0	0	0	0	×	0	June 7.
64	Tougaloo University and Normal School	6	6	4	40	500	50	20	4	10	0	0	×	×	×	×	0	0	×	0	0	June.
65	Southeast Missouri Normal School	11	7	4	40	1,000	50	25	5	8	×	0	×	.....	×	×	0	0	×	×	0	June 7.
66	Normal College, University of Missouri	.....	.....	4	40	.....	.....	500	4	20	×	×	×	.....	.....	×	×	0	×	×	×	June, 1st Thurs.
67	Fruitland Normal Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
68	Normal department, Lincoln Institute	13	10	4	36	840	93	25	1	0	×	0	×	×	0	0	0	0	×	×	0	June, 2d Friday.
69	North Missouri State Normal School	58	58	4	40	1,550	50	200	20	0	×	0	×	×	×	×	×	0	0	×	0	June, 3d Thurs.
70	Northwest Normal School	.....	.....	4	40	.....	.....	.....	.....	30	×	0	0	0	0	.....	0	0	0	×	0	June 15.
71	Kindergarten Normal Training School	24	22	2	40	.....	.....	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	
72	Normal School	82	59	2½	40	228	.....	10	2	.....	×	×	×	0	0	×	×	0	×	×	*g*×	
73	South Missouri State Normal School	27	15	4	40	600	40	.....	5	0	×	.....	×	0	×	×	×	0	0	×	0	June.
74	Nebraska State Normal School	8	.....	5	38	1,000	500	36	12	0	×	×	×	×	×	×	×	×	×	×	×	June.
75	New Hampshire State Normal School	36	.....	2	30	.....	.....	.....	.....	*h*15	×	0	×	×	×	×	0	0	×	×	×	May.
76	New Jersey State Normal and Model School	39	.....	3	40	.....	.....	.....	.....	*i*0	×	×	×	×	×	×	×	×	×	×	×	June, last week.
77	New York State Normal School	71	.....	2	40	.....	.....	.....	.....	0	×	.....	.....	×	.....	×	×	.....	.....	×	×	July 1.
78	State Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
79	State Normal School	22	.....	3, 4	40	333	42	35	10	0	×	×	×	0	×	×	×	.....	×	×	×	June or July.
80	State Normal and Training School	28	26	2, 3, 4	40	1,220	.....	90	4	0	×	0	×	0	×	×	×	0	×	×	×	Jan. and July 3.
81	State Normal and Training School	28	17	4	40	1,500	23	8	0	0	×	.....	×	0	0	×	×	×	×	×	×	July.
82	State Normal School	28	24	2, 3, 4	40	.....	.....	.....	.....	0	×	×	×	×	×	×	×	×	×	×	×	June, 2d Wed.
83	Normal College	233	175	3	40	.....	.....	.....	12	0	×	×	×	0	×	×	×	×	×	×	×	June, last week.
84	Oswego State Normal and Training School	54	40	2, 3, 4	40	*k*301	0	109	0	0	×	×	×	0	×	×	×	×	×	×	×	June 30.
85	State Normal and Training School	26	20	4	40	2,112	30	40	17	*l*0	×	0	×	×	×	×	0	×	×	×	0	May, last Frid'y.
86	Bennett Seminary	14	9	3	36	800	700	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0	Oct., last Wed.
87	Ray's Normal Institute	6	6	2	28	.....	.....	.....	15	28	.....	.....	×	×	.....	.....	×	.....	.....	.....	.....	August.
88	Ellendale Teachers' Institute	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
89	Shaw University	.....	.....	3	34	2,000	400	.....	.....	16	×	0	×	×	0	0	0	0	×	×	0	May, last Wed.
90	Tileston Normal School	0	.....	8	38	200	.....	.....	.....	.....	×	.....	.....	.....	0	0	×	.....	.....	×	.....	January 9.
91	Northwestern Ohio Normal School	11	11	4	48	900	177	18	7	45–55	×	0	×	×	×	×	×	×	×	×	0	June 15.
92	Ohio Normal School	.....	.....	.....	46	200	.....	.....	.....	32	×	.....	.....	×	×	.....	.....	.....	.....	.....	.....	
93	Cincinnati Normal School	31	31	1½	42	100	0	30	3	0	×	×	×	.....	0	0	.....	0	×	×	0	June, last week.

* From Report of the Commissioner of Education for 1875.

a They receive certificates for two years. *b* After two years' successful teaching. *c* Free to normal students; $20 to preparatory students. *d* Incidental expenses. *e* Tuition and books are free to 200 students; $75 to others. *f* In schools of Boston. *g* In schools of the city. *h* Returned upon completion of course. *i* For students in model school from $20 to $50. *k* Also a text book library of 2,500 to 3,000 volumes.
l In academic department $24 and $28.

TABLE III.—*Statistics of normal schools for* 1876, *&c.*—Concluded.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	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?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.							
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
94	Cleveland City Normal School	30	25	1, 2	40	200	150	120	0	*a*$0	×	×	×	0	0	0	0	0	0	×	June.
95	Dayton Normal and Training School	14	10	1	40	80	10	10	2	0	0	0	×	0	0	0	0	0	×	×	0	
96	Hopedale Normal School	3	....	4, 6	40	1, 800	....	....	....	160	0	....	×	0	0	0	0	0	0	×	0	
97	National Normal School	67	67	2	47	4, 000	....	140	5	40–50	×	0	×	×	×	×	×	×	0	×	0	July 25, 26, 27.
98	Normal School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
99	Western Reserve Normal School	....	....	4	42	....	....	....	....	28	0	0	×	×	×	×	0	0	0	0	0	June.
100	Normal department, Mount Union College	....	....	3	44	....	....	....	....	30–52	×	×	×	×	×	×	0	0	×	×	0	July 26.
101	Orwell Normal Institute	....	....	3	41	300	....	....	....	21–30	×	....	×	×	×	×	....	....	×	×	0	June 21.
102	Southern Ohio Normal School	6	....	4	38	200	....	....	....	30	0	0	×	×	×	×	0	0	0	×	0	June 15.
103	Republic Normal School *	....	....	....	40	....	....	....	....	30	....	....	×	×	×	×	....	....	....	....	....	
104	Sandusky Training School	6	6	2	40	....	....	....	....	0	×	0	×	×	0	0	0	0	0	0	×	0	June.
105	Ohio Central Normal School	28	24	2	40	650	50	150	6	36	×	×	×	×	×	×	....	0	0	×	0	June 20 and 21.
106	Wilberforce University, normal department	0	....	2	42	....	....	....	1	20, 25	×	0	×	×	0	0	×	0	0	×	0	June, 3d Wed.
107	Ohio Free Normal School	....	....	1	38	....	....	....	....	....	0	0	×	×	×	×	×	×	×	×	....	June 20.
108	Normal Course in Pacific University*	....	....	2	38	....	....	....	....	45	×	....	×	×	×	×	×	0	×	×	0	June, 1st Wed.
109	Bloomsburg State Normal School, sixth district	25	23	4	42	580	75	25	12	*c*42	×	....	×	×	×	×	×	×	×	×	×	July 18.
110	Southwestern Normal College	6	6	2	42	500	100	....	6	40	×	0	×	×	×	×	×	0	×	×	×	
111	Northwestern State Normal School	35	35	2	42	2, 700	275	126	25	42	×	×	×	×	×	×	×	0	×	×	×	June, last Thurs.
112	State Normal School at Indiana	4	3	6	42	....	....	0	6	*d*39	×	×	×	×	×	×	×	0	×	×	×	July 26.
113	Keystone State Normal School	24	20	2, 4	42	3, 000	....	50	16	40	×	0	×	×	×	×	×	0	×	×	×	June 21.
114	Central Normal School Association*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
115	Pennsylvania State Normal School, 5th district	21	20	4	42	1, 200	....	....	....	36	×	0	×	×	×	×	×	0	×	×	×	June, last Thurs.
116	Pennsylvania State Normal School, 2d district	38	36	2, 4	42	3, 500	250	100	10	55	×	×	×	×	×	×	×	0	×	×	×	July.
117	Philadelphia Normal School for Girls	156	65	4	42	592	60	36	0	0	×	×	×	×	0	×	×	0	×	×	*e*×	June 21.
118	Snyder County Normal Institute	0	0	3	21	500	....	10	7	21	×	0	×	×	0	0	0	0	0	0	0	

119	Cumberland Valley State Normal School	27	26	3	42	800	100	50	4	63	×	×	×	×	0	×	×	0	×	×	×	July 5.
120	West Chester State Normal School	29	16	2	42	1,500	100	40	15	65	×	×	×	×	×	×	×	×	×	×	×	June, last Thurs.
121	Rhode Island State Normal School	21	....	2	40	1,200	20	.....	0	*f*0	×	×	×	0	....	×	....	0	0	×	(*g*)	June, last Fri.
122	Avery Normal Institute	17	2	8	37	254	4	275	2	9	×	×	×	0	0	×	0	0	0	×	0	June, last Fri.
123	State Normal School	0	....	4	...	100	.....	10	1	0	×	0	0	0	0	0	0	0	0	×	×	June.
124	Central Normal School	....	....	1, 5	30	0	.....	.....	....	50	×	0	×	×	0	0	0	.....	×	×	0	
125	South Normal School and Business Institute	....	....	4	40	.....	.....	300	12	40	×	0	×	×	0	0	0	0	×	×	0	June, last week.
126	Freedmen's Normal Institute	0	0	2, 3	41	100	0	12	2	5 10	0	0	×	×	0	0	0	0	×	×	0	June 16.
127	New Providence Institute, (Maryville College)	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	May, last Thurs.
128	Le Moyne Normal School	2	2	4	36	500	60	360	0	13½	0	0	×	×	×	×	×	0	×	×	0	June 22.
129	Central Tennessee College, normal dep't	7	....	3	36	.....	.....	12	2	9	×	0	×	×	×	×	0	0	×	×	0	May.
130	Normal department of Fisk University	22	10	7	37	.....	.....	.....	....	10	0	0	×	0	×	×	....	0	0	×	0	May, last Thurs.
131	State Normal College, University of Nashville	0	.....	3	32	.....	.....	200	1	*h*3	×	0	×	0	×	×	×	0	×	×	×	May, last Wed.
132	Castleton State Normal School	9	.....	1	40	500	.....	.....	3	24	×	0	×	×	0	×	×	0	×	×	×	June 27.
133	Johnson State Normal School	16	12	2½	40	525	25	75	....	24	×	0	×	×	0	×	0	0	0	×	×	Nov., 1st Tues.
134	State Normal School	48	.....	3	40	600	50	50	6	24	×	0	0	0	×	×	....	0	×	×	×	Jan. and June.
135	Hampton Normal and Agricultural Institute	40	24	4	37	1,845	20	110	13	0	×	0	×	×	0	×	0	0	0	×	0	May 18.
136	Richmond Normal School	17	17	3	39	400	0	31	3	*i*0	×	0	×	×	×	×	...	×	×	×	0	June 12.
137	Fairmont State Normal School	19	19	2	40	300	20	28	30	22–35	×	.....	×	×	×	×	0	×	×	×	×	June 18.
138	State Normal School at Glenville	3	.....	3	38	40	.....	15	....	20–32	0	0	....	×	0	×	0	0	0	×	×	June 24.
139	Storer College	8	4	3, 4	35	1,500	.....	.....	2	*j*10–12	×	0	×	×	0	0	0	0	0	×	0	June 1–5.
140	Marshall College, State Normal School	15	10	2	38	500	.....	.....	.....	20–32	0	0	....	×	×	×	0	×	0	×	×	June.
141	Shepherd College	27	12	2, 4	42	210	10	3	2	22½ 32	0	0	×	×	0	0	0	0	×	×	×	June, 3d Thurs.
142	West Liberty State Normal School	5	4	2	38	400	.....	.....	....	24	.....	.....	×	×	.....	.....	.....	.....	.....	.....	×	June.
143	Oshkosh State Normal School	16	13	4	40	500	50	30	4	0	×	0	×	×	×	×	×	×	×	×	*k* ×	June, 3d Thurs.
144	Wisconsin State Normal School	17	7	4	40	1,200	75	125	....	0	×	0	×	0	×	×	×	0	×	×	*k* ×	June, last Thurs.
145	River Falls State Normal School	0	0	4	40	150	150	30	1	*m*20	×	0	×	0	0	0	×	0	×	×	*k* ×	
146	Holy Family Teachers' Seminary*	7	7	4	42	600	.....	.....	12	175	×	×	×	×	0	....	×	×	....	×	0	
147	State Normal School	27	.....	2, 4	40	455	12	41	8	0	×	×	×	×	×	×	×	×	×	×	×	June 14.
148	Miner Normal School	.....	.....	2	40	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	
149	Normal department of Howard University	9	7	3	38	.....	.....	.....	....	12	×	0	×	×	×	×	0	×	×	.....	.....	June.
150	Washington Normal School	19	19	1	40	200	0	50	8	0	×	×	×	0	0	×	×	0	×	×	*n* ×	June.
151	Normal department of University of Deseret	30	25	1	40	.....	.....	21	....	.....	0	0	0	0	×	×	×	0	0	×	0	June.

* From Report of the Commissioner of Education for 1875. *a* $20 to non-residents. *b* In schools of the city. *c* The State appropriation of 50 cents per week to those designing to teach is deducted from this. *d* The State pays 50 cents a week for teachers. *e* In schools of the city. *f* Free to those who teach in Rhode Island; $15 to $20 to others. *g* Local committees may waive examination. *h* Incidental expenses. *i* $20 to non-residents. *j* For tuition and room rent. *k* After one year of successful teaching. *l* Also 16 graduates in elementary course. *m* To preparatory students. *n* In schools of the city.

TABLE III.—*Memoranda.*

Pine Bluff Normal Institute, Pine Bluff, Ark., only a district school; Minden High Public School, Minden, La., not found; Normal Institute, Bolivar, Mo., a public high school; Allegheny Normal Institute, Allegheny City, Pa., not found; Normal or Training School for Freedmen, Knoxville, Tenn., only an elementary school as yet; Kindergarten Normal School, Washington, D. C., closed; St. George Normal School, St. George, Utah, closed for want of an appropriation.

TABLE IV.—*Statistics of commercial and business colleges for* 1876; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students—						
								Total.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Art and Business College*	Sacramento, Cal., (K street, between Fifth and Sixth.)	.....	1875	R. A. Dreisse and Lee Wetterman.	2	...	70	40	25	15	30	20	10
2	Sacramento Business College	Sacramento, Cal., (210 I st.)	.....	1873	E. C. Atkinson	5	1	a116	80	76	4	36	34	2
3	Heald's Business College*	San Francisco, Cal	.....	1864	Edward P. Heald	12	3	455	351	317	34	104	96	8
4	Pacific Business College*	San Francisco, Cal	.....	1865	M. K. Lauden	7	1	369	312	300	12	57	54	3
5	Institute Business College	San José, Cal	0	.....	F. K. Simonds	2	..	85	85	80	5	....	....	....
6	Moore's Southern Business University	Atlanta, Ga	0	1858	B. F. Moore, A. M., president	4	0	140	125	125	....	15	15	....
7	Business course of Bowdon College	Bowdon, Ga	1856	1856	Jno. F. Williams, president	....	....	76	76	46	30	....	....	....
8	Bloomington Business University*	Bloomington, Ill	.....	1870	M. De La Brown, sup't	2	0	181	141	131	10	45	39	6
9	Evergreen City Business College	Bloomington, Ill	.....	1875	Marquam & Baker	3	..	250	145	110	35	105	90	15
10	Commercial course, St. Viateur's College	Bourbonnais, Ill	1874	1865	Rev. Thomas Roy, C. S. V	15	..	120	120	120	....	....	....	....
11	Commercial course, St. Ignatius College	Chicago, Ill	1870	1871	Rev. J. De Bliock, S. J., pres't	2	0	81	81	81	0	0	0	0
12	Dyhrenfurth Business College	Chicago, Ill., (149 East Randolph street.)	1864	1858	Julius Dyhrenfurth	4	...	40	40	40	....	....	....	....
13	H. B. Bryant's Chicago Business College	Chicago, Ill., (southeast cor. State and Washington sts.)	.....	1856	H. B. Bryant, president	12	1	568	490	460	30	78	75	3
14	Commercial department, Eureka College	Eureka, Ill	1855	1870	G. W. Reynolds	1	...	*68	68	....	....	....	....	....
15	Western Business College	Galesburg, Ill	1864	1862	J. M. Martin & Bro	3	..	184	140	123	17	104	73	31
16	Jacksonville Business College	Jacksonville, Ill	.....	1866	G. W. Brown	5	..	362	187	185	2	75	52	23
17	Joliet Business College	Joliet, Ill	1866	1866	Prof. Homer Russell	3	1	370	250	200	50	120	100	20
18	Northwestern Business College and Art School, (department of Northwestern College.)	Naperville, Ill	1865	1872	J. George Cross, A. M	5	1	152	152	120	32	0	0	0
19	Parish's Central Illinois Business College and Telegraphic Institute.	Peoria, Ill	.....	1865	A. S. Parish	2	1	b113	b113	101	12	....	....	....
20	Gem City Business College	Quincy, Ill., (503 Maine st.)	0	1869	D. L. Musselman	5	0	300	150	140	10	150	135	15
21	Rockford Business College	Rockford, Ill	0	1866	E. C. A. Becker	2	1	78	62	60	2	16	16	....
22	Rock Island Business College	Rock Island, Ill	.....	1870	Theophilus A. Frey	4	...	160	97	85	12	92	90	2
23	Springfield Business College	Springfield, Ill	.....	1862	S. Bogardus	4	...	168	90	90	....	100	100	....
24	Crescent City Commercial College	Evansville, Ind., (cor. First and Main streets.)	.....	1871	G. W. Rank	....	..	184	155	140	15	77	75	2

25	Evansville Commercial College	Evansville, Ind., (cor. Third and Main streets.)	1850	1850	John J. Kleiner, pres't, and Wright & Spencer, princ'ls.	3	1	527	416	387	29	111	100	11
26	Indianapolis Business College and Telegraph Institute.	Indianapolis, Ind., (North Pennsylvania street.)	.....	1858	C. C. Koerner	9	....	672	312	252	60	360	320	40
27	College of Business*	Irvington, Ind	.....	1870	C. E. Hollenbeck	2	....	41	41	31	10	0	0	0
28	Star City Business College*	La Fayette, Ind	0	1866	P. W. Kennedy	2	0	123	78	75	3	45	45	0
29	Hall's Business College	Logansport, Ind	.....	1867	E. A. Hall	2	....	78	48	43	5	30	24	6
30	Commercial department, University of Notre Dame.*	Notre Dame, Ind	1844	1842	Patrick S. Colovin, C. S. C	6	0	200	200	.....	.....	.....	.....	.....
31	Terre Haute Commercial College	Terre Haute, Ind., (corner Main and Sixth streets.)	.....	1862	R. Garvin	3	....	113	98	90	8	35	30	5
32	Burlington Business College	Burlington, Iowa	.....	1865	D. Burgess	4	1	541	492	480	12	528	520	8
33	Clinton Commercial College and Normal Training School.	Clinton, Iowa, (box 1180)	.....	1870	John Riley	2	....	142	112	95	17	30	21	9
34	Baylies' Commercial College	Dubuque, Iowa	1859	1858	C. Baylies	5	....	315	200	180	20	236	182	54
35	Hurd's National Business College of Upper Iowa University.	Fayette, Iowa	.....	1867	Prof. H. E. Hurd	.....	.....	99	48	45	3	*c*99	65	34
36	Iowa City Commercial College	Iowa City, Iowa	0	1865	William McClain	2	....	96	52	49	3	44	44	....
37	Baylies' Mercantile College	Keokuk, Iowa	.....	1866	William H. Miller	3	....	300	.....	.....	.....	.....	.....	.....
38	Muscatine Business College	Muscatine, Iowa, (196 Second street.)	0	1869	H. K. Snavely, A. M	1	....	40	24	19	5	16	16	....
39	Ottumwa Business College	Ottumwa, Iowa	1870	1870	W. C. Thompson	4	1	141	119	87	32	36	31	5
40	Western Business College*	Leavenworth, Kans	.....	1859	W. H. Skillman	2	1	126	89	68	21	66	66	0
41	Western Business College	Topeka, Kans	.....	1867	M. A. Pond	1	....	51	35	27	8	16	10	6
42	Commercial College of Kentucky University	Lexington, Ky	1865	1869	E. W. Smith	2	....	60	60	60	.....	.....	.....	.....
43	Bryant & Stratton Business College	Louisville, Ky., (80 Main st.)	.....	1865	J. W. Warr	3	1	297	200	180	20	97	97	....
44	J. W. Blackman's Commercial College	New Orleans, La., (131 Carondelet street.)	.....	1865	J. W. Blackman	5	0	60	44	40	4	16	16	0
45	Soulé's Commercial College and Literary Institute.	New Orleans, La., (corner St. Charles and Lafayette sts.)	1861	1856	George Soulé, A. M	7	0	219	187	187	0	32	32	0
46	Dirigo Business College	Augusta, Me., (Water street.)	1867	1865	D. M. Waitt	2	1	204	204	169	35	.....	.....	.....
47	Portland Business College	Portland, Me	.....	1863	L. A. Gray, A. M	3	....	174	174	168	6	.....	.....	.....
48	Sadler's Bryant & Stratton Business College	Baltimore, Md., (6 and 8 N. Charles street.)	.....	1863	W. H. Sadler, president	7	....	341	256	231	25	85	85	....
49	Bryant & Stratton Commercial School	Boston, Mass., (608 Washington street.)	.....	1860	H. E. Hibbard	9	2	*d*185	185	170	15	.....	.....	.....
50	Comer's Commercial College*	Boston, Mass., (666 Washington street.)	0	1840	George N. Comer, A. M., pres't.	7	3	*e*455	*e*455	*e*370	*e*85	.....	.....	.....
51	French's Business College	Boston, Mass., (630 Washington street.)	0	1849	Charles French, A. M	3	0	229	229	198	31	.....	.....	.....
52	Sawyer's Business College	Boston, Mass., (161 Tremont street.)	.....	1838	George A. Sawyer	3	0	110	110	82	28	.....	.....	.....
53	Carter's Commercial College*	Pittsfield, Mass	0	1861	E. F. Carter, A. M	.....	.....	195	35	30	5	160	120	40
54	Battle Creek Business College	Battle Creek, Mich	.....	1875	C. H. Devlin	2	....	98	79	71	8	20	16	4
55	Goldsmith's Bryant & Stratton Business University.	Detroit, Mich	.....	1857	J. H. Goldsmith	5	....	281	172	168	4	109	105	4
56	Mayhew Business College	Detroit, Mich	0	1860	Ira Mayhew, LL. D	3	0	105	85	80	5	53	50	3
57	Parsons' Business College	East Saginaw, Mich	.....	1868	Abdiel C. Parsons	2	....	63	35	29	6	28	28	....
58	Grand Rapids Business College and Telegraphic Institute.	Grand Rapids, Mich	.....	1865	C. G. Swensberg	3	....	230	200	170	30	30	30	....

* From Report of the Commissioner of Education for 1875.

a Also 18 not specified. *b* Day and evening students. *c* Students in penmanship. *d* Average number. *e* Includes day and evening schools.

TABLE IV.—*Statistics of commercial and business colleges for* 1876, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students—						
								Total.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
59	Commercial and telegraphic department, Hillsdale College.	Hillsdale, Mich	1855	1866	Alexander C. Rideout, LL. D	3	1	137	137	103	34	....	....	....
60	Jackson Business College	Jackson, Mich	.....	1870	George M. Devlin	2	1	132	99	83	16	33	28	5
61	Kalamazoo Business College and Telegraph Institute.	Kalamazoo, Mich	.....	1869	W. F. Parsons	3	....	185	160	150	10	25	25	....
62	Lansing Business College	Lansing, Mich	.....	1867	H. P. Bartlett	1	....	85	65	50	15	20	15	5
63	Minneapolis Business College	Minneapolis, Minn	0	1870	C. C. Curtiss, A. M., and C. W. G. Hyde.	2	1	101	81	66	15	20	18	2
64	St. Paul Business College and Telegraphic Institute.	St. Paul, Minn., (corner of Third and Jackson streets.)	.....	1865	W. A. Faddis	5	....	237	212	192	20	25	25	....
65	St. Stanislaus Commercial College	Bay St. Louis, Miss	1870	1855	Brother Gabriel	10	0	100	100	100	0	0	0	0
66	Spalding's Commercial College*	Kansas City, Mo., (712 Main street.)	1867	1865	James F. Spalding, A. M	12	2	175	....	....	....	....	....	....
67	Bryant's Business College	St. Joseph, Mo	.....	1864	Thomas J. Bryant, LL. B	3	....	173	141	138	3	32	32	....
68	Bryant & Stratton Business College	St. Louis, Mo	1861	1857	W. M. Carpenter	6	1	....	....	....	....	....	....	....
69	Jones Commercial College	St. Louis, Mo., (415 Locust street.)	1849	1841	Jonathan Jones, president, John W. Johnson, principal.	8	2	630	479	454	25	151	143	8
70	Mound City Commercial College	St. Louis, Mo., (210 North Fourth street.)	1861	1859	Thomas A. Rice, A. M., LL. B., and James Rice, A. M.	6	0	233	139	139	0	94	94	0
71	St. Louis University, (commercial course)	St. Louis, Mo	1832	1829	Rev. L. Bushart, S. J	4	....	152	152	152	....	....	....	....
72	Great Western Business College	Omaha, Nebr	.....	1873	Prof. Geo. R. Rathbun and Wm. Sander.	5	....	130	110	95	15	60	60	....
73	Bryant & Stratton College	Manchester, N. H	.....	1865	Prof. G. A. Gaskell	3	....	133	80	60	20	53	39	14
74	Elizabeth Business College	Elizabeth, N. J	.....	1872	James H. Lansley, Ph. D	4	5	75	65	60	5	10	10	....
75	Bryant & Stratton Business College	Newark, N. J	1863	1863	Arthur B. Clark	7	....	159	89	85	4	70	60	10
76	Capital City Commercial College	Trenton, N. J	0	1865	W. B. Allen	3	0	164	140	79	61	38	38	....
77	Folsom's Albany Business College	Albany, N. Y	.....	1857	E. G. Folsom, A. M	3	....	200	150	150	....	50	50	....
78	Browne's Business College*	Brooklyn, N. Y., (293 Fulton street.)	.....	1863	T. R. Browne	8	1	185	125	100	25	60	50	10

79	Claghorn's Bryant & Stratton Business College	Brooklyn, N. Y., (38 to 44 Court street.)	.....	1861	C. Claghorn	5	0	111	111	106	5	.....	.....	.....
80	French's Business and Telegraph College	Brooklyn, N. Y., (311 Fulton street, corner Johnson st.)	0	1868	George W. French	1	1	87	67	38	29	20	20	0
81	Normal Business College*	Brooklyn, N. Y., (Novelty building.)	.....	1870	Delwin F. Brown	5	.....	110	110	110	.....	0	0	0
82	Williamsburg Business College	Brooklyn, N. Y., (South Seventh street.)	0	1868	H. A. Carpenter	4	0	103	70	64	6	33	31	2
83	Wright's Business College	Brooklyn, N. Y., E. D., (111 South Sixth street.)	0	1873	Henry C. Wright	5	0	132	57	54	3	75	73	2
84	Bryant's Buffalo Business College	Buffalo, N. Y., (corner Main and Seneca streets.)	0	1854	J. C. Bryant, M. D., and Son	5	1	214	175	172	3	39	39	.....
85	Buffalo Practical School	Buffalo, N. Y., (23 West Swan street.)	0	1875	Herman Poole	2	1	50	15	12	3	35	31	4
86	Buffalo Telegraph College	Buffalo, N. Y., (corner Main and Seneca streets.)	.....	1860	C. L. Bryant	2	1	.....	.....	.....	.....	.....	.....	.....
87	Commercial department, St. Joseph's College	Buffalo, N. Y.	.....	1861	Brother Owen	4	.....	73	73	73	.....	.....	.....	.....
88	Elmira Business College	Elmira, N. Y.	0	1858	A. J. Warner	2	0	50	50	48	2	50	48	2
89	Hudson Business College	Hudson, N. Y., (203 Warren street.)	.....	1873	Ansel E. Mackey	1	2	76	64	55	9	12	12	.....
90	Cady, Willson & Walworth's Business College	New York, N. Y., (36 East Fourteenth street.)	.....	1873	C. E. Cady	4	.....	128	108	105	3	20	19	1
91	Commercial department, College of St. Francis Xavier.	New York, N. Y., (49 West Fifteenth street.)	.....	1847	Rev. H. Hudon, S. J., president	7	.....	77	77	77	.....	.....	.....	.....
92	Dolbear's Commercial College	New York, N.Y., (1193 Broadway.)	.....	1835	Thomas P. Dolbear	2	3	300	250	200	50	50	50	.....
93	Packard's Business College	New York, N. Y., (805 Broadway.)	.....	1858	S. S. Packard	7	1	315	315	306	9	0	0	0
94	Paine's Business College	New York, N. Y., (62 Bowery, corner Canal street.)	.....	1849	Martin S. Paine	5	2	764	512	428	84	252	214	38
95	Eastman's Business College	Poughkeepsie, N. Y	0	1859	H. G. Eastman, LL. D., president.	11	0	437	414	412	2	67	67	0
96	Rochester Business University	Rochester, N. Y., (cor. West Main and Exchange sts.)	0	1863	L. L. Williams	6	.....	514	412	401	11	102	56	46
97	Bryant & Stratton Business College and Telegraphic Institute.*	Syracuse, N. Y	.....	1865	C. P. Meads	3	0	93	53	50	3	40	30	10
98	Troy Business College	Troy, N. Y.	1871	1858	Thomas Shields	3	.....	145	95	90	5	50	40	10
99	Utica Business College	Utica, N. Y	.....	1863	H. B. McCreary and Thomas Shields.	3	1	180	70	65	5	110	95	15
100	Commercial department, Wake Forest College	Wake Forest, N. C	.....	1868	Prof. L. R. Mills, A. M	1	.....	.....	.....	.....	.....	.....	.....	.....
101	Akron Business College*	Akron, Ohio	0	1866	O. S. Warner, A. B	1	.....	108	63	59	4	45	45	0
102	Commercial department, St. Xavier College	Cincinnati, Ohio	1842	1831	Rev. T. H. Miles, S. J	3	.....	74	74	74	.....	.....	.....	.....
103	Nelson's Business College	Cincinnati, Ohio, (southeast cor. Fourth and Vine sts.)	1860	1855	Horatio Nelson	7	.....	135	97	97	.....	45	45	.....
104	Queen City Commercial College	Cincinnati, Ohio, (n. w. cor. Fifth and Walnut streets.)	a1848	1874	Henry A. Faber, president; R. H. Langdale, principal.	6	0	368	232	226	6	206	206	.....
105	Union Business College	Cleveland, Ohio, (corner Superior and Seneca streets.)	0	1852	Platt R. Spencer	4	.....	150	100	96	4	50	50	.....
106	Columbus Business College	Columbus, Ohio, (98 North High street.)	.....	1865	E. K. Bryan	3	.....	310	250	200	50	60	50	10

*From Report of the Commissioner of Education for 1875.

a Date of charter of Gundry's Business College, to which the Queen City College succeeds.

TABLE IV.—*Statistics of commercial and business colleges for* 1876, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students—						
								Total.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
107	Miami Commercial College*	Dayton, Ohio	.....	1860	A. D. Wilt	2	....	120	100	100	.....	20	20	....
108	Oberlin Business College	Oberlin, Ohio	.....	1858	J. G. Kline and Stephen Howland.	2	....	152	132	116	16	.....	.....	....
109	Buckeye Business and Telegraph College	Sandusky, Ohio	.....	1866	H. D. Seele, M. A., and H. O. Stafford.	3	1	116	74	64	10	58	58	0
110	Van Sickle's Business College	Springfield, Ohio	.....	1871	J. W. Van Sickle, M. D	2	....	39	29	27	2	10	9	1
111	Toledo Business College	Toledo, Ohio	0	1862	G. E. Detwiler	4	....	208	134	108	26	74	60	14
112	Zanesville Business College	Zanesville, Ohio	.....	1866	F. M. Choguill	3	....	205	140	128	12	65	65	....
113	Allentown Business College	Allentown, Pa	.....	1869	William L. Blackman	3	....	161	136	135	1	25	25	....
114	United States Institute of Business and Finance*	Easton, Pa	.....	1873	Thomas H. Stevens, A. M	2	1	52	52	50	2	.....	.....	....
115	Bryant, Stratton & Smith Business College	Meadville, Pa	.....	1865	A. W. Smith	2	1	130	95	75	20	35	30	5
116	Bryant & Stratton Business College	Philadelphia, Pa., (108 South Tenth street.)	.....	1859	J. E. Soulé	9	....	479	.....	.....	.....	.....	.....	.....
117	Crittenden's Commercial College	Philadelphia, Pa., (1131 Chestnut street.)	1855	1844	John Groesbeck	9	....	407	.....	.....	.....	.....	.....	.....
118	Peirce's Union Business College	Philadelphia, Pa., (39 South Tenth street.)	0	1865	Thomas May Peirce, M. A	9	0	434	317	305	12	117	116	1
119	Select Commercial School	Philadelphia, Pa., (Fifteenth and Chestnut streets.)	.....	1876	Chester E. Pond	1	....	28	.....	.....	.....	.....	.....	.....
120	Iron City College*	Pittsburg, Pa	1855	1854	J. C. Smith, A. M	5	....	.....	.....	.....	.....	.....	.....	.....
121	Pottsville Business College	Pottsville, Pa	.....	1874	A. H. Hinman	2	....	103	76	71	5	27	27	....
122	Commercial course, St. Vincent's College	Westmoreland County, Pa	1870	.....	Rt. Rev. B. Wimmer, O. S. B., president.	....	....	64	64	64	.....	.....	.....	.....
123	Greenwich Commercial College	East Greenwich, R. I	.....	.....	J. W. Dershimer	2	....	106	106	84	22	.....	.....	.....
124	Scholfield's Commercial College	Providence, R. I., (137 Westminster street.)	.....	1846	Albert G. Scholfield	4	1	290	230	210	20	60	45	15
125	Warner's Polytechnic and Business College*	Providence, R. I	0	1863	William W. Warner	10	2	270	180	120	60	90	80	10
126	Leddin's Business College	Memphis, Tenn	1867	1865	T. A. Leddin	2	....	101	101	94	7	26	26	....
127	Toney's Nashville Business College	Nashville, Tenn	1844	1865	Rev. Thos. Toney, A. M., M. D	5	....	197	182	182	.....	43	43	....
128	Old Dominion Business College	Richmond, Va	1868	1867	George M. Nicol	1	....	42	24	24	.....	18	18	....
129	Commercial department, Lawrence University	Appleton, Wis	1847	1872	Rev. Geo. M. Steele, D. D., pres.	....	....	66	66	46	20	.....	.....	.....

130	Fond du Lac Commercial College	Fond du Lac, Wis	------	1864	S. D. Mann and L. B. Everdell	2	0	247	217	123	94	59	52	7
131	Green Bay Business College	Green Bay, Wis	0	1868	A. C. Blackman	3	1	110	100	80	20	31	20	11
132	Janesville Business College	Janesville, Wis	1866	1866	W. C. King and J. B. Silsbee	4	----	110	85	75	10	25	25	----
133	Northwestern Business College and Institute of Penmanship.	Madison, Wis	------	1865	H. M. Wilmot	5	2	339	317	203	114	51	35	16
134	Commercial department of Milton College	Milton, Wis	1867	1867	Rev. W. C. Whitford, A. M	3	1	50	50	45	5	0	0	0
135	Spencerian Business College*	Milwaukee, Wis	1870	1863	Robert C. Spencer	4	1	279	188	178	10	91	83	8
136	Oshkosh Business College	Oshkosh, Wis	------	1867	W. W. Daggett	3	1	190	150	145	25	54	50	4
137	Spencerian Washington Business College	Washington, D. C., (corner Seventh and L sts. n. w.)	------	1864	H. S. Spencer	2	1	150	105	86	19	45	35	10

* From Report of the Commissioner of Education for 1875.

TABLE IV.—*Statistics of commercial and business colleges for* 1876, *&c.*—Continued.

NOTE.—× indicates the branches taught.

	Name.	Number of students—					Average age of students.	Branches taught.											Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Book keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	Art and Business College*	....	....	....	....	....	....	....	a×	×	....	....	....	....	....	....	....	....	.....	.....	.....	.....	12	.....
2	Sacramento Business College	10	31	1	4	....	18	×	×	×	....	....	×	×	....	×	×	×	600	.....	12	.....	12	$75
3	Heald's Business College*	5	42	21	32	29	20	×	×	×	....	....	....	×	....	....	×	×	.....	.....	.....	52	12	125
4	Pacific Business College*	....	16	....	....	....	....	....	....	....	....	....	....	....	....	....	....	×	.....	.....	.....	52	12	150
5	Institute Business College	....	10	8	10	7	18	×	....	....	....	....	×	×	....	....	....	×	.....	.....	6	52	.....	130
6	Moore's Southern Business University	0	0	0	0	0	21	×	×	×	×	×	×	×	....	....	....	....	0	.....	6	51	6	50
7	Business course of Bowdon College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	400	.....	10	40	.....	50
8	Bloomington Business University*	46	23	0	0	0	20	....	×	×	....	....	....	×	....	....	×	×	75	.....	12	41	7	60
9	Evergreen City Business College	5	7	11	7	....	17	×	×	×	....	....	....	....	....	....	×	×	.....	.....	9	.....	9	65
10	Commercial course, St. Viateur's College	7	8	16	50	....	16	....	....	....	....	....	....	....	....	....	×	×	2,000	.....	(*b*)	43	.....	40
11	Commercial course, St. Ignatius College	....	....	30	8	....	16	×	×	....	×	×	....	....	....	....	....	....	.....	.....	(*b*)	40	0	60
12	Dyhrenfurth Business College	....	....	....	....	....	18	×	×	×	....	....	×	×	....	....	....	....	.....	.....	5	40	.....	75
13	H. B. Bryant's Chicago Business College	60	....	45	20	....	....	×	×	×	×	×	×	×	×	×	×	....	100	.....	(*c*)	51	9	100
14	Commercial department, Eureka College	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	×	.....	.....	.....	40	.....	45
15	Western Business College	....	10	....	....	....	17	×	×	×	....	....	×	×	....	×	....	×	80	.....	10	40	6	50
16	Jacksonville Business College	....	....	....	....	....	20	....	....	....	....	....	....	....	....	....	....	....	300	150	18	40	6	70
17	Joliet Business College	....	....	....	....	....	18	×	×	×	×	....	....	....	....	....	....	....	1,000	200	11	48	10	35
18	Northwestern Business College and Art School, (department of Northwestern College.)	24	0	20	0	0	....	a×	×	×	....	....	×	×	....	....	×	....	50	5	9	39	.....	50
19	Parish's Central Illinois Business College and Telegraphic Institute.	0	5	0	0	0	18	×	×	×	....	....	....	×	....	....	....	×	.....	.....	.....	52	5	.....
20	Gem City Business College	0	0	0	0	0	18	×	×	×	....	....	×	×	....	....	....	....	100	0	12	50	5	60
21	Rockford Business College	1	2	6	3	2	17	×	×	×	....	....	....	×	....	....	×	×	0	0	.....	51	6	70
22	Rock Island Business College	30	....	25	5	....	19	×	×	×	....	....	....	×	....	....	×	....	100	.....	8	50	7	*d*60
23	Springfield Business College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	100	.....	8	50	6	65
24	Crescent City Commercial College	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....	×	×	.....	.....	.....	52	8	30
25	Evansville Commercial College	....	23	9	....	....	20	×	×	×	....	....	×	×	×	×	....	×	.....	.....	4	52	12	*d*40
26	Indianapolis Business College and Telegraph Institute.	50	87	75	12	0	23½	×	×	×	....	....	×	×	....	×	×	×	.....	.....	6	52	12	*d*40

27	College of Business*	0	0	0	0	0	17	×	×	×									1,200		12	39	0	50
28	Star City Business College*	0	21	0	0	0	16	×	×	×				×				×	0			41	7	*d*50
29	Hall's Business College		2				18		×	×			×					×			4	39	6	*d*40
30	Commercial department, University of Notre Dame.*			75	20																	42		
31	Terre Haute Commercial College		5				18		×	×				×				×					6	*d*40
32	Burlington Business College		20															×					6	
33	Clinton Commercial College and Normal Training School.						18		×	×				×					250	50	*e*12	40	6	40
34	Baylies' Commercial College		12	6			19	×	×	×			×	×				×			5	52	6	70
35	Hurd's National Business College of Upper Iowa University.		4				20	×	×	×			×	×		×		×			6	40		25
36	Iowa City Commercial College	0	0	0	0	0	19	×	×	×				×					0	0		48	6	*d*50
37	Baylies' Mercantile College						20	×	×	×			×	×							3–6	52	6	40
38	Muscatine Business College	0	0	0	0	0	17	×	×	×				×					0	0	6	52	6–7	*f*45
39	Ottumwa Business College	2	3	1			18	×	×	×				×	×		×	×	82	27		40	7	*g*40
40	Western Business College*	4	0	0	0	0		×	×	×				×			×		86			52	9½	*g*50
41	Western Business College						20		×	×			×	×							6	51	7	*f*50
42	Commercial College of Kentucky University							×	×	×				×	×						9	40		40
43	Bryant & Stratton Business College						17		×	×				×			×				8	51	6	50
44	J. W. Blackman's Commercial College			4	4		18	×	×	×			×	×							12	52	12	100
45	Soulé's Commercial College and Literary Institute.	0	3	9	16	5	14½	×	×	×	×		×	×				×	514	0	(*h*)	52	12	100–150
46	Dirigo Business College						20	×	×	×				×								36		50
47	Portland Business College						18	×	×	×				×							11	48		75
48	Sadler's Bryant & Stratton Business College						18	×	×	×				×							6	51	6	120
49	Bryant & Stratton Commercial School				6		17	×	×	×			×	×			×				12	44	0	160
50	Comer's Commercial College*	0	0				17½	×	×	×			×	×								52	6	
51	French's Business College	0	0	0	0	0	17	*i* ×	×	×			×	×			×				12	52	6	140
52	Sawyer's Business College	0	0	0	5	0	21	*i* ×	×	×		×	×						0		3			100
53	Carter's Commercial College*						18	×		×									0			40	4	125
54	Battle Creek Business College						20	×	×	×			×	×			×				12	50	6	50
55	Goldsmith's Bryant & Stratton Business University.							×	×	×				×							5		6	40–60
56	Mayhew Business College	0	0	0	0	0	21	×	×	×			×	×	×	×			500	0	4	52	6	*j*40
57	Parson's Business College						20	×	×	×				×							9	40		75
58	Grand Rapids Business College and Telegraphic Institute.		15				21	×	×	×			×	×			×	×				52	4	50
59	Commercial and telegraphic department, Hillsdale College.		10				22	×	×	×			×	×	×	×		×			4	40		*f*30
60	Jackson Business College						20	×	×	×			×	×	×	×	×	×			12	50	9	40
61	Kalamazoo Business College and Telegraph Institute.						19	×	×	×			×	×		×		×			3	52	4	52

* From Report of the Commissioner of Education for 1875.
a Drawing and painting are also taught.
b Four years.
c There are two courses: one of 2 years and one of 4.
d Scholarship, time unlimited.
e Also a teachers' normal course of 2 years.
f Full scholarship.
g Life membership.
h The course of study extends over 1, 2, 3, or 4 years, and embraces 32 branches.
i Navigation is also taught.
j For course.

TABLE IV.—*Statistics of commercial and business colleges for* 1876, *&c.*—Continued.

NOTE.—× indicates the branches taught.

	Name.	Number of students—					Average age of students.	Branches taught.											Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening schools.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Book keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
62	Lansing Business College	....	....	....	....	....	18	....	×	×	....	....	....	....	....	....	....	....	0	0	3	43	6	$20, $30
63	Minneapolis Business College	0	0	0	0	0	18	×	×	×	....	....	....	×	....	....	....	....	0	....	.....	52	6	75
64	St. Paul Business College and Telegraphic Institute.	....	18	....	....	....	20	×	×	×	....	....	×	×	×	×	×	×	147	26	8	*a*51	6	75
65	St. Stanislaus Commercial College	0	5	20	75	0	13	×	×	×	×	×	....	×	....	....	....	×	1,000	50	40	42	0	50–70
66	Spalding's Commercial College*	....	10	6	4	....	18	×	×	×	....	....	×	×	....	×	×	....	300	.....	.....	.....	6	*b*40
67	Bryant's Business College	0	0	0	0	0	18	×	×	×	....	....	....	×	×	....	....	....	350	.....	12	52	6	40
68	Bryant & Stratton Business College	....	....	....	....	....	18	....	....	....	....	....	....	....	....	....	....	....	.....	.....	6	52	6	60–100
69	Jones Commercial College	0	0	0	0	0	18	×	×	×	×	×	×	×	....	....	×	....	0	.....	4	52	6	*c*65
70	Mound City Commercial College	0	0	2	0	0	19	×	×	×	×	×	×	×	×	×	×	×	210	.....	4	52	6	*c*30–94.50
71	St. Louis University, (commercial course)	....	....	80	10	....	15	×	×	×	....	×	×	×	....	....	....	....	.....	.....	40	40	0	50 & 60
72	Great Western Business College	12	21	5	....	....	17½	×	×	×	×	....	×	×	....	....	×	×	.....	.....	.....	52	9	*c*50
73	Bryant & Stratton College	....	....	....	....	....	18	×	×	×	....	....	×	×	....	....	....	....	.....	.....	.....	52	8	100
74	Elizabeth Business College	3	....	11	7	2	16	×	×	×	....	....	×	×	....	....	×	....	575	35	12	40	6	110
75	Bryant & Stratton Business College	9	....	15	....	....	19	×	×	×	....	....	×	×	....	....	×	....	.....	.....	4	48	6	75
76	Capital City Commercial College	....	3	....	....	....	17	×	×	×	....	....	....	×	....	....	....	×	0	.....	.....	42	6	50
77	Folsom's Albany Business College	....	....	....	....	....	18	×	×	×	....	....	×	×	×	....	....	×	.....	.....	4, 6, 12	.....	6	75
78	Browne's Business College*	10	10	40	10	10	....	×	×	×	....	....	....	×	....	....	×	×	200	.....	.....	.....	12	40–80
79	Claghorn's Bryant & Stratton Business College.	7	0	35	12	0	18	×	×	×	....	....	×	×	×	....	×	....	.....	.....	12	48	0	125
80	French's Business and Telegraph College	0	51	0	0	0	22½	×	×	×	×	×	....	....	....	....	....	×	0	0	3	52	12	60–100
81	Normal Business College*	0	0	30	43	0	15	×	....	....	....	....	....	....	....	....	....	....	0	.....	.....	.....	0	125
82	Williamsburg Business College	0	0	17	0	0	16½	×	×	×	....	....	....	×	....	....	....	....	0	0	.....	40	7	40–100
83	Wright's Business College	5	0	11	0	0	18	×	×	×	....	....	....	....	....	....	×	....	100	0	.....	43	7	80
84	Bryant's Buffalo Business College	....	....	25	....	....	19	×	×	×	....	....	....	×	....	....	....	....	.....	.....	12	52	5	100
85	Buffalo Practical School	0	0	2	2	0	19	×	×	×	....	....	....	....	....	....	....	....	500	50	.....	50	10	50–125
86	Buffalo Telegraph College	....	....	....	....	....	....	....	×	×	....	....	....	....	....	....	....	×	.....	.....	4	52	4	*d*40, 50
87	Commercial department, St. Joseph's College	....	11	20	....	....	16	×	×	×	....	....	....	....	....	....	....	×	.....	.....	(*e*)	44	.....	50

88	Elmira Business College	0	0	0	0	0	19	×	×	×				×					0	0	12	52	6	$60
89	Hudson Business College		1				15	×	×	×			×					×			5	40	3	20–50
90	Cady, Willson & Walworth's Business College	50					17	×	×	×			×	×			×				11	46	6	125
91	Commercial department, College of St. Francis Xavier.	0	0	46	31	0	15	×	×	×	×										10	40		60
92	Dolbear's Commercial College						20	×	×	×			×									52	12	200
93	Packard's Business College	33	0	55	60	12	16	×	×	×			×	×	×		×				18	48	0	200
94	Paine's Business College	0	0				22	×	×	×				×							3, 6, 12	52	12	20, 60, 130
95	Eastman's Business College	11	27				19	×	×	×			×	×	×	×	×	×			3	52	6	50
96	Rochester Business University	0	0	0	0	0	23	×	×	×			×	×							6	25	5	50–100
97	Bryant & Stratton Business College and Telegraphic Institute.*	0	10	0	0	0	17	×	×	×			×					×			12	52	6	75
98	Troy Business College	0	5	0	0	0	16	×	×	×				×			×	×	50	5	12	52	6	75
99	Utica Business College	10	6	7			19	×	×	×				×			×	×			4	46	6	75
100	Commercial department, Wake Forest College							×	×	×			×			×						40		70
101	Akron Business College*	1	0	4			20	×	×	×				×			×		0			45	6	35–60
102	Commercial department, St. Xavier College			74				×	×	×				×							10			60
103	Nelson's Business College	75					16	×	×					×			×		50		6	52	6	50
104	Queen City Commercial College	59	0	0	0	0	18½		×	×			×	×	×		×	×			6	52	6	d50
105	Union Business College						17	×	×	×			×	×							6	52	6	50
106	Columbus Business College						18	×	×	×			×	×			×		500		10	44	5	50
107	Miami Commercial College*	2					19	×	×	×								×					6	f50
108	Oberlin Business College						21	×	×	×			×	×			×				6	52		d45
109	Buckeye Business and Telegraph College	6	47	13			19. 6	×	×	×							×	×	500	100	12	52	6	40
110	Van Sickle's Business College						20	×	×	×			×	×	×						12	48	7	50
111	Toledo Business College			10			19	×	×	×			×						200		12	52	8	75
112	Zanesville Business College						20	×	×	×				×							4	52	6	40
113	Allentown Business College		2	1			19	×	×	×			×	×				×	65	30		52	12	g50
114	United States Institute of Business and Finance*	10	15				19	×	×	×			×	×			×	×	100		12		4	75
115	Bryant, Stratton & Smith Business College						18	×	×	×											10	44	6	
116	Bryant & Stratton Business College							×	×	×											6	51	6	100
117	Crittenden's Commercial College						20		×	×			×	×	×		×		259			51	7	100
118	Peirce's Union Business College	0	0	0	0	0	19	×	×	×	×		×	×					50	25	9	47	6	120
119	Select Commercial School						22	×	×	×											6	52	10	100
120	Iron City College*						21	×	×	×				×								52	6	c50
121	Pottsville Business College	0	0	0	0	0	18	×	×	×			×	×					18		4	40	7	50
122	Commercial course, St. Vincent's College							×	×	×				×							(*h*)	42		i180
123	Greenwich Commercial College		5				16	×	×	×			×					×				40	4	50
124	Scholfield's Commercial College	4					20	×	×	×			×	×	×		×		150			48	8	150
125	Warner's Polytechnic and Business College *						19½	×	×	×									3, 000			50	7	100
126	Leddin's Business College								×	×				×	×				470			51	8	c50
127	Toney's Nashville Business College						20½	×	×	×				×	×						6	51	6	50
128	Old Dominion Business College						17	×	×	×									512	6	8	34	6	50
129	Commercial department, Lawrence University							×	×	×				×								38		24
130	Fond du Lac Commercial College	0	0	20	0	0	18	×	×	×	×	×	×	×	×				0	0		51	12	80
131	Green Bay Business College	19	0	0	7	0	20	×	×	×				×	×		×	×	30	20		52	8	40
132	Janesville Business College						19														5	48	5	c40

* From Report of the Commissioner of Education for 1875. a In Telegraphic Institute, 35 weeks. b Life membership. c Full scholarship.
d For full course. e Two years. f Commercial scholarship. g Life scholarship. h Three years. i Board and tuition.

TABLE IV.—*Statistics of commercial and business colleges for* 1876, *&c.*—Concluded.

NOTE.—× indicates the branches taught.

	Name.	Number of students—					Average age of students.	Branches taught.											Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Book keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
133	Northwestern Business College and Institute of Penmanship.	6	19	8	2	....	20	×	×	×	×	....	....	×	....	....	×	×	.....	.....	.....	52	6	*a*$50
134	Commercial department of Milton College	....	....	....	....	....	17	×	×	×	×	....	....	....	....	....	....	....	.....	.....	9	39	.....	27
135	Spencerian Business College*	8	0	0	0	0	20	×	×	×	....	....	×	×	×	×	×	....	160	.....	12	52	6	85
136	Oshkosh Business College	0	0	0	0	0	20	×	×	×	×	....	....	×	....	....	....	....	100	10	.....	52	7	60
137	Spencerian Washington Business College.....	25	....	....	....	....	17	×	×	×	....	....	×	×	×	....	×	....	0	.....	12	40	10	60

* From Report of the Commissioner of Education for 1875.

a Full scholarship.

Commercial and business colleges from which no information has been received.

Name.	Location.	Name.	Location.
Dolbear's Commercial College	New Orleans, La.	Long's Business Institute....	Philadelphia, (116 N. Ninth st.,) Pa.
Parson's Commercial College.	Louisiana, Mo.		
Mt. Union Business College..	Mt. Union, Ohio.	Dolbear's Commercial College	Nashville, Tenn.
Moore's Business College	Piqua, Ohio.	Burgess's Business College...	Galveston, Tex.
		Morgan Business College	Salt Lake City, Utah.

TABLE IV.—*Memoranda.*

Name.	Location.	Remarks.
Commercial course of St. Ignatius College	San Francisco, Cal..	Not a distinct department.
Iowa Central Business College	Independence, Iowa.	Not found.
Union Commercial Institute	Mt. Pleasant, Iowa ..	Closed.
Ann Arbor Business College	Ann Arbor, Mich ...	Closed.
Trenton Business College.....	Trenton, N. J	See Capital City Commercial College; identical.
West-Side Business College.....	New York, N. Y	See Cady, Willson & Walworth's Business College; identical.
Jordan's Business College	Toledo, Ohio	Succeeded by the Toledo Business College.
Commercial department of Willamette University.	Salem, Oreg.....	Not a distinct department.
Commercial department of Villanova College ..	Villanova, Pa	Not a distinct department.
Cundiff's Commercial College.....	Waco, Tex.....	Closed.

TABLE V.—*Statistics of Kindergärten for* 1876; *from replies*

	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	The Pacific Normal Training School for Kindergartners and the California Model Kindergarten.	Los Angeles, Cal., (134 Hill street.)	1876	Miss Emma Marwedel	0	20	3½–8	3½
2	Home Kindergarten*	Sacramento, Cal., (Odd Fellows' Temple.)	1875	Mrs. N. G. Hill	1	15	3–9	4
3	Kindergarten	Denver, Colo., (427 Stout street.	1877	Miss Emma C. Barrett		8	3–7	3
4	Kindergarten	Bridgeport, Conn., (Myrtle avenue.)	1872	Miss Hannah W. Terry	4	75	4–11	4½
5	Kindergarten of Homesworth School.*	New Haven, Conn., (747 Chapel street.)	1874	Miss Tallman	0	12	4–8	4
6	Fröbel School and Kindergarten.	Chicago, Ill., (16 Bishop court.)	1871	Miss Sara Eddy	4	60	3–7	3
7	German Kindergarten	Chicago, Ill., (296 West Jackson street.)	1873	Miss Mathilde Burmester.	1	30	3–8	4
8	Kindergarten	Chicago, Ill., (108 Langley avenue.)	1876	Miss Josephine Jarvis.	1	10	3–7	3
9	Mrs. Putnam and Miss Howell's Kindergarten.	Chicago, Ill., (Indiana avenue, near Twenty-ninth street.)	1873	Mrs. Alice H. Putnam	2	20	3–7	3
10	North Side German Kindergarten.	Chicago, Ill., (267 Chicago avenue.)	1876	Miss Louise Martens	0	12	3–8	4
11	North Side Kindergarten.	Chicago, Ill., (148 North Dearborn street.)	1875	Miss Ada H. Woodward.	2	25	3–7	3½
12	Park Institute Kindergarten.	Chicago, Ill., (75 and 77 Ashland avenue.)	1874	Mrs. E. M. Howard	3	25	3–7	3½
13	The Misses Grant's Kindergarten.*	Chicago, Ill., (130 North Dearborn street.)	1874	Julia G. Smith	0	25	3–9	3
14	Indianapolis Kindergarten.	Indianapolis, Ind., (2 East Michigan st.)	1875	Miss Alice Chapin	1	16	5–7	3
15	Kindergarten Association of Cedar Rapids.	Cedar Rapids, Iowa	1876	Miss Julia E. Shelton	3	50	3–8	3
16	Kindergarten of Georgetown Female Seminary.	Georgetown, Ky	1876	Mrs. Julia Hunter	0	19	6–9	4–5
17	Kindergarten of German and English Academy.	Louisville, Ky., (corner Second and Gray streets.)	1871	Frances Wise	0	28	4–7	5
18	Kindergarten of Mrs. W. B. Nold's School.	Louisville, Ky., (corner First and Chestnut streets.)	1876	Miss Sarah Brewster		15		
19	Mrs. Graham's Kindergarten.	Louisville, Ky., (66 Breckenridge street.)	1875	Mrs. Mary W. Graham	2	30	3–7	3
20	Bates Street Kindergarten.	Lewiston, Me., (94 Park street.)	1875	Anna G. Morse	0	20	4–6	5
21	Bates Street Kindergarten No. 18.	Lewiston, Me., (box 512.)	1874	Grace M. Crosby	0	25	4–7	5

*From Report of the Commis

to inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	All Fröbel's occupations, mostly given in the open air, in an arbor, with a little garden for each child.	Fröbel's gifts, pictures, objects, animals, musical instruments, &c.	Excellent in every direction.
5	....	Block building, weaving, sewing, object lessons, &c.	The usual appliances.....	Quickens mental development.
5	40	Fröbel's occupations	Small tables, chairs, plants, pictures, Fröbel's gifts, &c.	Normal, uniform, and happy; modifying and overcoming nervousness, irritability, and other abnormal conditions.
5	40	.....do	Fröbel's gifts.....	Satisfactory.
5	36	.....	.....	Excellent.
5	40	Fröbel's occupations	Fröbel's gifts, ruled tables, chairs, piano, plants, &c.	Habits of thinking according to law, of attention and order, skill of hand, social harmony, self denial, &c.
4	48	.....do	Fröbel's 18 Kindergarten gifts	Satisfactory in every respect.
5	40	Construction with building blocks, tablets, sticks, and rings; perforating, embroidery, weaving, folding, drawing, painting, modelling, &c.	Squared tables, low chairs, blocks, tablets, sticks, rings, cards, sewing and weaving needles, beads, peas, &c.	All the members of the body are trained: the muscles, the senses, the powers of perception, comparison, memory, patience, order, obedience, &c.
5	40	Building, stick laying, weaving, perforating, peas work, ring laying, modelling, drawing, &c.	Squared tables, slates, chairs, &c.	Harmonious growth; the body, mind, and soul being equally and symmetrically developed.
5	48	Fröbel's occupations	Fröbel's 18 Kindergarten gifts	Satisfactory.
5	40	.....do	All Fröbel's gifts, squared tables, blocks, slates, &c.	Unforced and harmonious.
5	40	All the occupations designed by Fröbel.	Tables, chairs, slates, blackboard, and 20 gifts.	Development of the creative faculties; harmonious cultivation of intellect, feeling, and action; habits of industry, perseverance, order, and regularity, &c.
5	40	Fröbel's gifts; also reading and German lessons.	All the gifts and a piano.....	Very good indeed.
5	40	Fröbel's occupations	Fröbel's gifts.....	Mental and moral development, accuracy of thought and expression, quickening of perceptive faculties, &c.
5	40	Clay modelling, block building, stick laying, folding, drawing, perforating, designing, peas work, weaving, painting, &c.	Kindergarten material and furniture, blackboard, and piano.	Powers of observation, perception, memory, judgment, &c., are developed, and the muscles of hand and arm are strengthened.
5	40	Sewing on cards, perforating, folding, weaving, drawing, modelling, interlacing, peas work, &c.	Fröbel'e gifts, numeral frame, and Prang's natural history series.	Very satisfactory.
5	40	Fröbel's occupations	Fröbel's gifts.....	Physical and mental development, and superior preparation for the higher schools.
....	....	.....do	.....do	
5	40	.....do	Fröbel's gifts, blocks, sticks, &c.	
5	37	Perforating, sewing, interlacing, weaving, drawing, and modelling.	Materials for gifts and occupations, chairs and tables.	Healthy development of all their powers.
5	38	Fröbel's occupations and games	Fröbel's material.....	The children are happier and more healthy, and the mental faculties are developed more rapidly than by any other system.

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TABLE V.—*Statistics of Kindergarten for* 1876; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
22	Deutscher-Fröbel-Kindergarten und Elementarklasse.	Baltimore, Md., (southeast corner Lexington and Pearl streets.)	1875	Ernst G. A. Hiehle....	3	45	3–7	4
23	Miss Williams' Kindergarten.	Baltimore, Md., (190 North Eutaw street.)	1874	Eliza Otis Williams...	1	23	4–8	3
24	Mount Vernon Institute Kindergarten.	Baltimore, Md., (46 Mt. Vernon place.)	1874	Mrs. Wilhelmine O'Donnell.	1	15	3–8	3
25	Chauncy Hall School Kindergarten.	Boston, Mass., (259–265 Boyleston street.)	1874	Alice E. Balch.....	....	10	3½–7	....
26	Kindergarten.....	Boston, Mass., (28 Mt. Vernon street.)	1871	Miss Nina Moore.....	....	5	3–6	3
27	Private Kindergarten..	Boston, Mass., (52 Chestnut street.)	1873	Mary J. Garland and Rebecca J. Weston.	1	23	3–6	3
28	Public Kindergarten...	Boston, Mass., (Somerset, corner of Allston street.)	1869	Lucy H. Symonds.....	1	30	3–6	3
29	South-End Kindergarten.	Boston, Mass., (154 West Concord st.)	1872	Mrs. A. E. Gardner....	1	16	3–7	3½
30	Follen Street Kindergarten.	Cambridge, Mass., (19 Follen street.)	1874	Miss Mary E. Thompson.	0	15	3–7	3
31	Private Kindergarten..	Cambridge, Mass., (172 North avenue.)	1875	Mrs. Cook.....	1	13	3–7	3
32	Florence Kindergarten	Florence, Mass., (Pine street.)	1876	Mrs. A. R. Aldrich....	3	52	3–5	3
33	Kindergarten.....	Yarmouthport, Mass ..	1872	Alice Matthews.....	0	8	3–8	3
34	Kindergarten of the German-American Seminary.	Detroit, Mich., (251 E. Lafayette street.)	1867	Auguste Hinze.....	....	32	3–7	4
35	Grand Rapids Kindergarten.	Grand Rapids, Mich., (55 Bostwick street.)	1873	Miss Mary D. Hyde ...	0	15	3–7	3
36	The Misses Bacon's Kindergarten.	Grand Rapids, Mich., (54 Jefferson avenue.)	1876	Mdme. de Maupresant-Kribs.	2	25	3–10	3
37	Mrs. Gardner's Kindergarten.	Jackson, Mich., (138 Jackson street.)	1876	Mrs. Della Gardner ...	....	18	3–7	3½
38	Minneapolis Kindergarten.	Minneapolis, Minn., (91 S. Seventh street.)	1873	Mrs. E. R. Holbrook...	0	9	4–7	3
39	Kindergarten of Norwood Hall.	St. Paul, Minn., (67 Irvine Park.)	1876	Annie Louise Tarbell .	....	20	3–6	4½
40	Bates P. M. Kindergarten.	St. Louis, Mo., (corner Bates and Collins sts.)	1876	Sarah L. Tiffin	3	48	3–6	2½
41	Carroll A. M. Kindergarten.	St. Louis, Mo., (corner Carroll and Buell sts.)	1875	Sallie A. Shawk	4	50	5–7	3
42	Carroll P. M. Kindergarten.	St. Louis, Mo., (corner Carroll and Buell sts.)	1875	.....do	4	50	5–7	2½
43	Clay A. M. Kindergarten.	St. Louis, Mo., (corner Bellefontaine and Farrar streets.)	1876	Anna Holm	6	40	4–6	3¾

* From Report of the Commis

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40 to 44	Kindergarten occupations	Twenty Kindergarten gifts	The awakening and development of all the senses and talents of the child, and the exercise and strengthening of all the powers of the body.
5	36	Fröbel's occupations and the more advanced occupations and reading for the older children.	Fröbel's Kindergarten gifts	Good.
5	35	Plaiting, weaving, drawing, singing, modelling, embroidering, &c.	Fröbel's gifts, charts, chromos, and appliances for calisthenics.	The physique is developed, the mind is trained for observation, the perceptive faculties are quickened, &c.
5	38	Kindergarten occupations	All of the best and most recent apparatus and appliances.	Excellent.
5	30	Fröbel's Kindergarten occupations, plays, &c.	Various objects and materials which aid in developing knowledge of color, form, number, &c.	The children are taught to use what they possess of strength, skill, or knowledge.
5	36	Building, staff laying, drawing, weaving, sewing, &c.	Kindergarten material	Generally very satisfactory.
6	40	Building, sewing, weaving, staff laying, pricking, modelling, drawing, object lessons, &c.	Fröbel's gifts, natural objects, &c.	It strengthens the body, and makes the movements agile and graceful, teaches the child to express ideas easily and grammatically, strengthens the memory, and cultivates powers of observation and concentration.
5	36	Building, drawing, weaving, counting, stick and ring laying, object lessons, sewing, singing, &c.	Squared tables, blocks, slates, colored paper, cards, clay, &c.	Harmonious development, physical, intellectual, moral, and spiritual.
5	40	Weaving, sewing, drawing, block building, modelling, counting, musical games, care of flowers, &c.	Sewing cards, blocks, tablets, squares and triangles, cubes, peas, clay, &c.	Very favorable to health, mind, manners, and heart.
5	40	The usual Kindergarten occupations.	Kindergarten material	Strengthening.
5	40	Drawing, weaving, building, stick laying, &c.	Fröbel's gifts, and everything that nature, art, or science can supply within the scope of a child's capacity.	Body and mind are developed naturally, and the children are healthy and happy.
6	36	Fröbel's occupations		Very good.
5	44	Occupations of Fröbel's system	Fröbel's apparatus	
5	40	All of Fröbel's simpler occupations.		Very satisfactory in most cases.
5	40	All of Fröbel's occupations		Excellent.
5	40	Gifts 1 to 4; occupations 8–12, 14, 16, 18, 19, and 20.	Kindergarten material	Symmetrical and orderly growth of all the faculties.
5	40	Fröbel's occupations, object lessons, &c.	All of Fröbel's gifts and Prang's natural history chromos.	Excellent; all that could be desired.
5	40	Kindergarten occupations, singing, dancing, and calisthenics.	The usual ones	Promotes healthy development of body and brain.
5	52	Sewing, modelling, weaving, drawing, stick and ring laying, perforating, &c.	Gifts beginning with ball	Very good physically, and the powers of thinking and seeing are quickened.
5	40	Those given by Fröbel	Those recommended by Fröbel.	Most excellent.
5	40	do	do	Do.
5	40	Pricking, sewing, paper cutting, folding, weaving, modelling, drawing, peas work, &c.	According to Fröbel's instructions.	Very excellent on the physical and mental development.

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TABLE V.—*Statistics of Kindergärten for* 1876; *from replies to*

	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
44	Clay P. M. Kindergarten.	St. Louis, Mo., (corner Bellefontaine and Farrar streets.)	1876	Nora H. Dorn	5	48	4–6	2¾
45	Divoll A. M. Kindergarten.	St. Louis, Mo., (2907 Dickson street.)	1874	Cynthia P. Dozier	6	58	4–6	3½
46	Divoll P. M. Kindergarten.	St. Louis, Mo., (Dayton between Glasgow and Garrison avenues.)	1875	Minnie E. Colcord	4	60	5–7	2¾
47	Eads A. M. Kindergarten.	St. Louis, Mo., (corner Fifteenth and Pine streets.)	1876	Mrs. Clara B. Hubbard	7	50	4–6½	3
48	Eads P. M. Kindergarten.	St. Louis, Mo., (corner 15th and Pine streets.)	1876	Mary L. Shirley	5	45	5–6½	2¾
49	Everett A. M. Kindergarten.	St. Louis, Mo., (1410 N. Eighth street.)	1874	Kate H. Wilson	5	45	4–7	3
50	Everett P. M. Kindergarten.	St. Louis, Mo., (1410 N. Eighth street.)	1874	Ruth M. J. Graham	3	41	4–7	2½
51	Franklin A. M. Kindergarten.*	St. Louis, Mo., (corner Eighteenth street and Christy avenue.)	1875	Mrs. Lucy A. Collins	5	45	5–7	3½
52	Franklin P. M. Kindergarten.*	St. Louis, Mo., (corner Eighteenth street and Lucas avenue.)	1875	Miss Helen P. Joslin	4	33	5–7	3
53	Hamilton A. M. Kindergarten.	St. Louis, Mo., (Twenty-fifth and Davis sts.)	1875	Susie M. Simmons	5	55	3–7	3
54	Madison A. M. Kindergarten.	St. Louis, Mo., (219 Olive street.)	1876	Mrs. C. J. Hildreth	15	87	5–7	3
55	Madison P. M. Kindergarten.	St. Louis, Mo., (249 Olive street.)	1876	do				2¾
56	Miss Alexander's Kindergarten.	St. Louis, Mo., (1525 Pine street.)	1876	Miss Blanche Alexander.	1	16	4–7	3
57	Peabody A. M. Kindergarten.	St. Louis, Mo., (corner Carroll and Second Carondelet avenue.)	1876	Laura Fisher	5	57	5–7	3
58	Peabody P. M. Kindergarten.	St. Louis, Mo., (corner Carroll and Second Carondelet avenue.)	1876	Cornelia Fisher	8	49	5–7	2½
59	Pope A. M. Kindergarten.	St. Louis, Mo., (corner Laclede and Ewing streets.)	1877	Rebecca H. Woodson	6	65	4–7	3
60	Pope P. M. Kindergarten.	St. Louis, Mo., (corner Laclede and Ewing streets.)	1877	do	4	56	4–7	3
61	Webster A. M. Kindergarten.	St. Louis, Mo., (corner Eleventh and Jefferson streets.)	1875	Mary H. Waterman	5	60	5–7	3
62	Webster P. M. Kindergarten.	St. Louis, Mo., (1905 Washington st., Carr place.)	1875	Ida May George	5	62	4–7	2½
63	Carondelet A. M. Kindergarten.*	South St. Louis, Mo., (corner Third and Hurck streets.)	1875			37	5–7	3½
64	Des Pères A. M. Kindergarten.*	South St. Louis, Mo., (corner Fourth and Illinois streets.)	1873		3	51	5–7	3½
65	Kindergarten	Manchester, N. H., (587 Union street.)	1876	Miss M. A. Lund		12	3–7	3
66	Private Kindergarten	Nashua, N. H., (corner Main and Temple sts.)	1874	Anna Held	2	18	3–7	3
67	Kindergarten department of public school.	Carlstadt, N. J	1875	Mrs. Ida Leichhardt-Gunz.	0	51	5–7	4

* From Report of the Commis

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Pricking, sewing, weaving, folding, paper cutting and mounting, interlacing, modelling, &c.	Those recommended by Fröbel.	Highly satisfactory.
5	40	Regular Fröbel occupations...	Fröbel's gifts, small tables and chairs.	Excellent.
5	41	.....do	.....do	Do.
5	40	Perforating, sewing, mat weaving, drawing, paper folding and cutting, interlacing, peas-work, &c.	Eight gifts, mats, needles, paper, clay, peas, sticks, modelling tools, &c.	It makes the children active and graceful, cheerful, generous, and observing.
5	40	Perforating, sewing, mat weaving, drawing, paper folding and cutting, peas work, modelling, &c.	Eight gifts, mats, needles, paper, worsted, clay, peas, sticks, &c.	Good physically, and as a preparation for the common schools.
5	40	Fröbel's system	Fröbel's materials.....	Good.
5	40	.....do	.....do	Do.
5	40	Fröbel's occupations	All of Fröbel's gifts	Most excellent.
5	40	.....do	Fröbel's gifts.....	Quickening and harmonizing.
5	40	.....do	.....	
5	40	Pricking, embroidering, drawing, mat weaving, interlacing, folding, cutting, peas work, &c.	Geometrical solids and planes called "gifts."	Dexterity of hand, development of the muscles, and cultivation of the perceptive faculties.
5	40	.....do	.....do	Do.
5	40	First occupation and gifts.....	.....	Good.
5	40	Fröbel's occupations.....	Those used by Fröbel	Excellent.
5	40	.....do	.....do	Do.
5	40	Pricking, sewing, weaving, folding, peas work, stick laying, modelling, &c.	Balls, cubes, angles, squares, sticks, &c.	Healthy and vigorous condition of body and mind.
5	40	.....do	.....do	.....do .....
5	40	Those recommended by Fröbel	Those recommended by Fröbel.	It develops and strengthens the physical, mental, and moral faculties in their natural order.
5	40	Weaving mats, sewing, pricking, drawing, folding, pasting, object lessons, games, &c.	Squared tables, chairs, plates, rings, baskets, blackboards, &c.	Mental and physical development according to natural laws.
5	40	Fröbel's occupations.....	Fröbel's gifts.....	Most excellent.
5	40	.....do	Those recommended by Fröbel.	Very remarkable.
6	40	The usual occupations	Fröbel's gifts	
6	43	The usual Fröbel occupations.	Fröbel's gifts, minerals, stuffed birds and animals, pictures, plants, and flowers.	Salutary.
5	42	Fröbel's occupations; preparatory exercises for reading, writing, and arithmetic; singing and gymnastics.	Fröbel's gifts, pictures, piano, slates.	Ready use of the senses and quickness in expressing ideas; self-possession, civility, cleanliness, and order.

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TABLE V.—*Statistics of Kindergärten for* 1876; *from replies to*

	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 Hackensack Academy.*	Hackensack, N. J	1874	Miss K. E. Smith	....	30	.....	3½
69	Kindergarten of Hoboken Academy.	Hoboken, N. J., (Fifth st., between Meadow and Willow streets.)	1870	Miss Louise Luther	2	50	4-7	4¾
70	Kindergarten of the German, English, and French Academy.	Hoboken, N. J., (272 Bloomfield street.)	1872	Frederick H. W. Schlesier.	2	16	3-6	5
71	Kindergarten of the Martha Institute.	Hoboken, N. J., (corner Sixth street and Park avenue.)	1873	Miss Magdalena Horeis	....	30	4-6	5
72	Miss M. S. Schmidt's Kindergarten.*	Hoboken, N. J., (box 77.)	1875	Miss A. Kamm	....	20	5-7	5
73	Montclair Kindergarten.	Montclair, N. J	1873	Miss Annie E. Hawes	1	27	3-8	3
74	American Kindergarten.	Newark, N. J., (41 Webster street.)	1875	Miss C. G. Hulse	1	8	4-10	5
75	Beacon Street School Kindergarten.*	Newark, N. J., (Beacon street.)	1871	Bertha Dorsch	2	70	4-7	5
76	Kindergarten of St. Peter's Parish School.	Newark, N. J., (21 Livingston street.)	1871	Sister Mary Terentia	2	90	4-7	5
77	Kindergarten of the German-American Elementary and Real School.	Newark, N. J., (19 Green street.)	1871	Herrmann Schuricht, director.	3	75	4-7	5
78	Kindergarten of the Twelfth Ward German-English School.	Newark, N. J., (Niagara street.)	1874	Mary C. Beyer	1	40	3-7	5
79	Miss Dora Cushman's Kindergarten.	Newark, N. J	1876	Miss Dora Cushman	....	8	3-7	3½
80	Misses French and Randolph's Kindergarten.	New Brunswick, N. J., (116 Hamilton street.)	1872	Miss Kate S. French	3	15	4-8	4
81	Fröbel's Kindergarten, St. Agnes School.	Albany, N. Y., (Elk st.)	1876	Miss Mary C. Peabody	....	16	3-7	3
82	Miss Helen Hart's Kindergarten.	Auburn, N. Y., (box 25.)	1876	Miss Helen Hart	...	10	3-7	3½
83	Kindergarten	Brooklyn, N. Y., (260 State street.)	1873	Miss E. Christiansen	2	20	3-7	3
84	Kindergarten of Lockwood's New Academy.	Brooklyn, N. Y., (139 South Oxford street.)	1870	Miss Celina Coughlin.	0	17	3-7	3
85	Miss A. M. Anderson's Kindergarten.	Brooklyn, N. Y., (127 St. James place.)	1875	Miss Annie M. Anderson.	...	22	3-7	4
86	Remsen Street Kindergarten.	Brooklyn, N. Y., (58 Remsen street.)	1872	Alma W. Longfellow	3	32	3-7	3-4
87	Kindergarten of the Poppenhusen Ins'tute.	College Point, N. Y	1869	Editha V. Briesen	1	120	3-6	5, 3
88	Dansville Seminary Kindergarten.	Dansville, N. Y., (corner Liberty and Elizabeth streets.)	1876	Mrs. E. S. Brodt	1	55	3-9	4
89	Kindergarten of Glen's Falls Academy.*	Glen's Falls, N. Y	1875	Mrs. Jane Thorpe	0	20	3-7	4
90	Miss Devereux's Kindergarten.	Irvington, N. Y., (Main street.)	1875	Mrs. S. S. Ropes	1	12	3-7	3
91	American Kindergarten.	New York, N. Y., (44 East Forty-third st.)	1860	Miss E. M. Coe	5	50	3-10	4

* From Report of the Commis

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	....	Clay modelling, building, weaving, sewing, stick laying, perforating, folding, drawing, &c.	.....	
6	44	Fröbel's occupations	.....	Very beneficial.
5	44	.....do	Fröbel's gifts.....	Excellent in every respect.
5	44	The usual Kindergarten occupations.	.....	Beneficial.
5	44	Fröbel's occupations	Fröbel's gifts.....	Excellent.
5	40	The usual Kindergarten occupations, weaving, sewing, drawing, paper folding and cutting, gymnastic exercises, singing, &c.	The ordinary Kindergarten furniture.	Habits of self reliance and usefulness are formed, the powers of observation and imagination are quickened, manual skill is acquired, and a healthy activity is promoted.
5	44	Weaving, perforating, drawing, modelling, study of color and form, gymnastics, &c.	All of Coe's American materials.	It early teaches the child to study nature, to think and to act for himself.
5	48	Fröbel's occupations	Fröbel's gifts.....	
5	40	Embroidering, perforating, braiding, paper folding and cutting, peas work, gymnastics, &c.	.....do	Most beneficial.
5	48	Fröbel's system, instructive plays, singing, drawing, gymnastics, &c.	.....do	The talents and faculties are turned in the right direction, and the heart and soul are developed.
5	50	Object lessons, movement plays, building, drawing, perforating, braiding, modelling, &c.	Blocks, tables, staffs, rings, slates, card board, needles, worsted, &c.	The mind is awakened and trained.
5	40	Fröbel's occupations	Fröbel's gifts.....	
5	40	All of Fröbel's occupations and the regular games and plays with music.	Fröbel's gifts and material, piano, pictures, &c.	Habits of attention and politeness, of study, and of using knowledge gained.
5	40	All of Fröbel's occupations....	The various gifts and occupations.	Excellent.
5	40	Fröbel's occupations	Fröbel's gifts.....	
5	40	Singing, spelling, building, braiding, drawing, perforating, peas work, modelling, &c.	.....	It develops the mind and awakens a love for industry, obedience, punctuality, &c.
5	40	All the occupations of Fröbel's system.	Building blocks, weaving materials, card-board letters, triangles, charts, &c.	Excellent.
5	38	Fröbel's occupations	All of Fröbel's gifts.....	
5	38	All those authorized by Fröbel	Fröbel's gifts and material, museum and cabinet.	Natural and harmonious development.
6	49	Fröbel's occupations	Fröbel's apparatus and appliances.	
5	44	Singing, games, gymnastics, oral instruction, map and figure drawing, &c.	Toys, games, blackboards, map board, Fröbel's gifts, &c.	Quickness in learning, grace of movement, &c.
5	....	Ball playing, block building, paper folding, weaving, pricking, interlacing, object lessons, &c.	Everything necessary for the occupations.	Beneficial in every respect.
5	36	Regular Kindergarten occupations.	.....	Development in a healthful, natural manner of mind, body, and soul.
5	39	All the Fröbel occupations....	American Kindergarten material.	Improvement in health, and highly satisfactory mental development.

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TABLE V.—*Statistics of Kindergärten for* 1876; *from replies to*

	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	Kindergarten of Mrs. Froehlich's School.	New York, N. Y., (28 East Fiftieth street.)	1874	Miss Ida Stieglitz	2	24	4–7	4
93	Kindergarten of Mrs. Sylvanus Reed's School.	New York, N. Y., (8 East Fifty-third st.)	1875	Mrs. Mary F. Walton	1	16	3–8	3
94	Kindergarten of the German-American Institute.	New York, N. Y., (336 West Twenty-ninth street.)	1872	Miss Caroline Hoffmann.		30	4½–7	5
95	Kindergarten of the German-American School.	New York, N. Y., (159 East Eighty-fifth st.)	1874	Miss Becker		15	4–7	4
96	Kindergarten of the German-American School of the Nineteenth Ward.	New York, N. Y., (244 East Fifty-second st.)	1869	Peter Stahl	2	84	4–6	5
97	Normal Training School for Kindergarteners and Model Kindergarten.	New York, N. Y., (1266 Broadway.)	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	60	3–9	3½–4
98	Kindergarten der Rochester Realschule.	Rochester, N. Y., (7 and 9 Mortimer st.)	1873	Hermann Pfaefflin	1	15	4–7	5
99	Mrs. A. Hollister's Kindergarten.	Syracuse, N. Y., (620 Chestnut street.)	1877	Mrs. A. Hollister		8		
100	Kindergarten of Seamen's Orphan Asylum.	West New Brighton, N. Y., (box 65.)	1873	Miss Ena Thompson		30	3–7	4
101	Kindergarten of Cincinnati Wesleyan College.	Cincinnati, Ohio	1876	Miss Lillie A. Mellick		25	3–7	3½
102	Miss Helen Goodman's Kindergarten.	Cincinnati, Ohio, (Avondale.)	1876	Miss Helen Goodman		9	3–7	3½
103	Brooks School Kindergarten.	Cleveland, Ohio, (Sibley street.)	1875	Emma F. Read and Miss Mary E. Brown.	2	31	3–6½	3
104	Trinity Kindergarten	Toledo, Ohio, (corner St. Clair and Adams streets.)	1875	Miss Cornie S. Parker	1	20	3–7	3
105	Kindergarten of Ohio Central Normal School.	Worthington, Ohio	1875	Mrs. A. B. Ogden	0	11	3–7	3
106	American Kindergarten.	Germantown, Pa., (Main street.)	1876	Miss Ada M. Smith	0	12	3–9	4
107	Germantown Kindergarten.	Germantown, Pa., (5013 Green street.)	1874	Miss Marianna Gay	1	15	2½–7	3
108	American Kindergarten of Philadelphia Seminary.	Philadelphia, Pa., (719 Brown street.)	1873	Miss E. L. Woolman		20	3–10	4
109	Centennial Kindergarten.	Philadelphia, Pa., (Twenty-third and Brown streets.)	1875	Ruth R. Burritt		18	4–7	3
110	German-American Kindergarten.	Philadelphia, Pa., (23 South Nineteenth st.)	1874	Miss Anna Bennett	2	31	2½–10	3¾
111	Kindergarten	Philadelphia, Pa., (1527 Spruce street.)		Miss Dewing				
112	Kindergarten	Philadelphia, Pa., (447 North Seventh street.)		Miss Stuke				
113	Kindergarten	Philadelphia, Pa., (1333 Pine street.)		Mrs. Van Kirk				
114	Langton's Kindergarten.	Philadelphia, Pa., (2 South Merrick st.)	1876	Miss Johnson	1	19	3–8	4
115	Mount Vernon Kindergarten.*	Philadelphia, Pa., (612 North Thirteenth st.)	1869	Mrs. E. K. Mulford and Miss A. M. Kennard.	2	35	4–12	4
116	Miss Wilson's Kindergarten.	Pittsburg, Pa., (36 Sixth street.)	1876	Miss C. B. Morehouse	1	20	3–8	3

* From Report of the Commis

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	It strengthens the body, exercises the senses, employs the mind, &c.
5	37	All of Fröbel's occupations....	All those directed by Fröbel.	Entirely natural and healthful.
5	44	The usual occupations	The usual materials.....	Excellent.
5	40	.....	.....	
5	44	All of Fröbel's occupations....	All of Fröbel's apparatus....	Thorough preparation for the lowest elementary grade of the school.
5	38	The lessons connected with Fröbel's gifts.	Fröbel's gifts and material..	Harmonious development. It teaches combination of knowing with doing.
5	48	Object lessons, singing, sewing, drawing, building, folding, weaving, gymnastics, &c.	Pictures, slates, blocks, &c..	Physical and mental development.
....	....	Fröbel's occupations	Fröbel's gifts	
5	48	.....do	Fröbel's gifts	
5	38	.....do	.....do	
5	40	.....do	All of Fröbel's gifts.....	
5	36	.....do	A cabinet, tables, chairs, blackboards, &c.	Admirable.
5	40	.....	Fröbel's gifts.	Excellent.
5	30	The usual occupations	Kindergarten gifts	
5	40	All the Fröbel occupations adapted to American wants.	Fröbel's gifts and Miss Coe's American Kindergarten materials, piano, &c.	Improved physical condition, and strengthened perceptive and reflective powers.
5	38	Object lessons, plays, songs, building, modelling, drawing, weaving, peas work, &c.	Squared tables, low chairs, piano, plants, balls, cubes, rings, cards, &c.	Increase of health, agility, accuracy of sight and hearing, helpfulness, generosity, reverence, &c.
5	40	Weaving, perforating, embroidering, stick laying, building, and paper folding.	1st gift in color, 4 gifts in form, peas, blocks, natural history charts, &c.	
5	44	Building, stick laying, weaving, perforating, folding, modelling, movement plays, &c.	Fröbel's gifts, tables, folding chairs, &c.	Rapid development of all the facultics.
5	35	All the Fröbel occupations; building, sewing, weaving, pricking, folding, &c.	Balls, cubes, sphere and cylinder, blocks, slates, sticks, reeds, &c.	Good.
....	....	.....	.....	
....	....	.....	.....	
....	....	.....	.....	
5	40	The ordinary Fröbel occupations.	Complete outfit and piano...	A decided improvement on the ordinary methods.
5	40	Lessons in form, building, weaving, perforating, embroidering, modelling, &c.	Fröbel's gifts, stuffed animals, birds' nests, wasps' nests, object-pictures, &c.	Very satisfactory.
5	34	All Fröbel's occupations and gymnastic plays.	Fröbel's Kindergarten materials, low tables and chairs, and piano.	Physical development, increase in strength and health, and surprising growth mentally.

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TABLE V.—*Statistics of Kindergärten for* 1876; *from replies to*

	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
117	West Philadelphia Kindergarten.	West Philadelphia, Pa., (100 North Fortieth street.)	1876	Miss Mary J. Rider ...	0	11	3½-7	3
118	Private Kindergarten .	Wilkes-Barre, Pa., (River street.)	1874	Miss Bertha Voss	0	19	3-8	3½
119	Williamston Female College Kindergarten.	Williamston, S. C	1876	Miss Franciade Wagner	1	20	5-10	2
120	First English Kindergarten.	Milwaukee, Wis., (178 Twelfth street.)	1875	Mrs. Eudora Hailmann	1	39	3-7	3
121	Kindergarten der Nordwest Seite.*	Milwaukee, Wis	1874	Mathilde H. Jahns and Ida Glattli.	2	80	3-6	5
122	Kindergarten of German and English Academy.	Milwaukee, Wis., (635 Broadway.)	1873	W. N. Hailmann	3	54	3-8	4-5
123	South Side Kindergarten.	Milwaukee, Wis., (Greenbush street.)	1874	Ida Beckley.....	1	40	3-7	5½
124	West Side Kindergarten.	Milwaukee, Wis., (corner Prairie and Seventh streets.)	1874	Miss Louise T. D. Dethloffs.	2	60	3-7	5
125	German-American Kindergarten.	Washington, D. C., (1127 Thirteenth st.)	1875	Miss Susie Pollock and Miss Catherine R. Noerr.	2	45	3-10	4½
126	Irving Place Kindergarten.	Washington, D. C., (71 H street n. w.)	1876	Miss Lucy E. Brown ..	0	8	3-7	3
127	Miss Hooper's Kindergarten.	Washington, D. C., (Le Droit Park.)	1875	Miss Mary Hooper	....	9	3-7	3½
128	National Kindergarten and Primary School.	Washington, D. C., (708 Eleventh street.)	1874	Mrs. Louise Pollock ..	3	30	3-9	4½
129	Select School and Kindergarten.	Washington, D. C., (800 Eighteenth st.)	1876	Miss A. D. Merrill and Miss B. C. Graves.	1	50	3-14	4
130	Washington Female Seminary Kindergarten.	Washington, D. C., (1023 Twelfth street n. w.)	1874	Miss H. N. Douglas....	....	21	3-8	5

* From Report of the Commis

List of Kindergärten from which no information has been received.

Name of teacher or school.	Location.
Miss J. Baldwin's Kindergarten	Bridgeport, Conn.
Miss Lombard's Kindergarten	Boston, Mass., (21 Hancock street.)
Kindergarten of Mrs. Brooks's School	Newton Centre, Mass.
Mrs. M. W. Brown's Kindergarten	St. Paul, Minn., (36 Iglehart street.)
Bates A. M. Kindergarten	St. Louis, Mo.
Hamilton P. M. Kindergarten	St. Louis, Mo., (Twenty-fifth and Davis streets.)
Humboldt A. M. Kindergarten	St. Louis, Mo., (cor. Jackson and Trudeau sts.)
Humboldt P. M. Kindergarten	St. Louis, Mo., (cor. Jackson and Trudeau sts.)
Carondelet P. M. Kindergarten	South St. Louis, Mo., (cor. Third and Hurck streets.)
Des Pères P. M. Kindergarten	South St. Louis, Mo., (cor. Fourth and Illinois streets.)
Kindergarten of Miss Woodward's Seminary	Morristown, N. J.
Miss Alston's Kindergarten	Newark, N. J., (Orchard street.)
Kindergarten of Vineland Institute	Vineland, N. J.
Kindergarten of Mrs. Frederic Jonson's School	New York, N. Y., (13 East Thirty-first st.)
Miss Wright's Kindergarten	Poughkeepsie, N. Y.
Volks-Kindergarten	Cincinnati, Ohio, (317 Main street.)
East Side Kindergarten, (Miss Arnstein)	Milwaukee, Wis.
Kindergarten of Miss Osborne's School	Washington, D. C., (943 M street.)

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	37	The first twelve gifts of Fröbel.	The gifts and tables marked in squares.	
6	40	Fröbel's occupations and instruction in German.	Fröbel's gifts, pictures, and natural objects.	Beneficial to mind and body.
5	40	Fröbel's 1st, 2d, 3d, 4th, 10th, 11th, 12th, and 14th gifts.	All the gifts	Good beyond our anticipation.
5	40	Usual Kindergarten occupations.	Fröbel's gifts and Müller's tablets.	
6	52	Building, weaving, drawing, modelling, paper folding, peas work, singing, &c.	Fröbel's gifts	Eminently favorable.
6	44	Usual Kindergarten occupations.	Fröbel's gifts and Müller's tablets.	
5	48		The first fourteen gifts	Very good
6	49			
5	40	All Kindergarten occupations and plays, singing, conversational and object lessons, and recitations in English and German.	Those necessary for the occupations.	Excellent as a foundation for the whole after life.
5	40	Staff laying, drawing, 3d and 4th gifts, weaving, sewing, modelling, paper folding.	Ruled tables, chairs, flowers, blackboard.	It trains the mind and exercises the muscles and develops mind and body harmoniously.
5	....	The usual Kindergarten occupations.		
5	40	Fröbel's occupations, with singing and movement plays.	Squared tables, slates, drawing-books, needles, modelling boards and knives, gifts, &c.	Improved physical and nervous condition, skill of hands, habits of exactness, order, and cheerful obedience.
5	....	Fröbel's occupations, singing, and object lessons.	Fröbel's 20 gifts and the usual school-room apparatus.	
5	40	Weaving, pricking, drawing, stick laying, marching, singing, calisthenics, and the elements of English education.	Maps, blocks, geometrical figures, 250 natural history plates, color charts, &c.	Development of the muscles, cultivation of habits of thought, &c.

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TABLE V.—*Memoranda.*

Name of teacher or school.	Residence.	Remarks.
Miss Emma C. Barrett	Chicago, Ill	See Denver, Col.
Kindergarten of Lasell Seminary	Auburndale, Mass	Closed.
Charity Kindergarten	Boston, Mass., (225 Hanover st.)	Not found.
Cambridge Kindergarten, (Mrs. Mary Mann)	Cambridge, Mass	Now Miss Thompson's Follen st. Kindergarten.
Fröbel's Kindergarten	New Bedford, Mass	Closed.
Mrs. A. R. Aldrich's Kindergarten	Northampton, Mass	See Florence, Mass.
Miss Nina Moore	West Newton, Mass	See Boston, Mass.
Worcester Kindergarten	Worcester, Mass	Closed.
Miss Cornie S. Parker's Kindergarten	Flint, Mich	See Toledo, Ohio.
Plainfield Kindergarten	Plainfield, N. J	Closed.
Miss Mary Perkins' Kindergarten	New York, N. Y., (16 Waverly place.)	Removed; not found.
Mrs. Della Gardner's Kindergarten	Syracuse, N. Y	See Jackson, Mich.
Volks-Kindergarten	Cincinnati, Ohio, (406 Vine st.)	Closed.
German-American Kindergarten, (Miss Emma Marwedel.)	Washington, D. C	See Los Angeles, Cal.
Miss Knight's Kindergarten	Washington, D. C., (303 East Capitol street.)	Removed; not found.
The Misses Perley's Kindergarten	Washington, D. C	Suspended.
Kindergarten of St. Paul's School	Walla Walla, W. T	Closed.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876; *from replies to inquiries by the United States Bureau of Education.*

PART I.—*Schools for boys.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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	Park High School	Tuskegee, Ala	.....	.....	James F. Park, A. M	.....	3	0	103	103	0	90	40	....	....	....	....	....
2	Golden Gate Academy	Oakland, Cal	.....	1869	J. N. Haskins and A. E. Kellogg.	Cong	7	3	101	93	8	81	12	8	....	....	4	2
3	Sacramento Institute	Sacramento, Cal	....	1876	Brother Cianan	R. C	10	....	160	160	....	....	....	....	....	....	....	....
4	Sacred Heart College	San Francisco, Cal., (cor. Eddy and Larkin sts.)	.....	1874	Brother Genebern	R. C	22	....	700	700	....	400	120	105	....	....	....	....
5	Urban Academy	San Francisco, Cal., (Mason and Geary sts.)	0	1864	Nathan W. Moore	Non-sect.	6	2	60	60	0	43	37	33	24	0	3	0
6	Bethany Academy	Bethany, Conn	.....	1875	Rev. William Louis Woodruff, B. A.	Non-sect.	1	1	26	26	....	16	10	....	14	2	....	....
7	Commercial and Military Institute.	Bridgeport, Conn	0	1862	Emory F. Strong	Cong	2	0	40	40	0	40	6	12	5	0	0	0
8	Hill's Academy	Essex, Conn	....	1830	Henry L. Harrison, A. B	Non-sect.	1	....	16	16	....	16	1	0	0	1	0	0
9	Greenwich Institute	Greenwich, Conn	....	....	Harry Peck	P. E	2	....	25	25	....	25	8	5	....	....	1	2
10	Woodburn	Hartford, Conn	0	1847	Rev. Charles E. Abbott	Cong	1	1	10	10	0	5	5	0	....	....	....	....
11	Fu Keley School	New London, Conn	....	1873	Eugene B. Collester	Non-sect.	2	0	48	48	0	24	24	6	....	....	3	0
12	Hillside Family School for Boys	Norwalk, Conn	....	1868	Dr. J. C. Fitch	Baptist	3	1	35	35	0	....	....	....	....	....	....	....
13	The Scheck School	Norwalk, Conn	....	1855	C. M. Selock, A. M	Non-sect.	9	....	100	100	....	....	....	....	....	....	....	....
14	Select Boarding and Day School	Stamford, Conn	....	1854	George B. Glendining	Non-sect.	2	....	35	35	....	35	20	20	6	..	3	....
15	Family School for Boys	Stratford, Conn	....	1841	Rev. Edward B. Emerson	Cong	1	1	22	22	0	22	6	2	4	2	0	0
16	Aiworth Hall	Tyler City, Conn	0	1841	Edwin Robbins	Non-sect.	1	....	12	12	....	12	1	....	....	....	....	....

17	The Gunnery; Family Boarding School.	Washington, Conn	0	1850	Frederick W. Gunn	Non-sect.	2	4	50	40	10	...	20	25	10	5	...	...
18	Wilton Boarding Academy	Wilton, Conn	.....	1840	Augustus Whitlock	Non-sect.	2	0	30	30	...	...	...	..	...	...	...	...
19	Select Family School for Boys	Claymont, Del	0	185–	Rev. John B. Clemson, D. D	P. E.	2	2	...	...	0	...	...	...	...	...	...	...
20	Rugby Academy	Wilmington, Del	.....	1872	Samuel W. Murphy, A. M., M. D.	.....	8	0	90	90	0	90	40	10	10	5	3	2
21	Hearn Manual Labor School	Cave Spring, Ga	1838	1838	Palemon J. King, A. M	Baptist	1	...	35	35	...	25	10	..	4	1	2	0
22	Slade's School for Boys	Columbus, Ga	.....	1866	James J. Slade, A. M	.....	1	...	40	40	...	12	28	...	20	..	4	...
23	Cuthbert Male High School	Cuthbert, Ga	1872	1872	M. A. McNulty, A. M	Non-sect.	2	1	81	64	17	77	31	6	21	21	2	2
24	Crawford High School	Dalton, Ga	.....	1873	R. V. Forrester, A. M	Baptist	2	0	60	60	0	48	12	0	10	3	3	0
25	Andrew Male High School	Elberton, Ga	0	1871	Philip E. Davant	M. E. S'th	1	...	39	39	...	24	15	3	8	0	4	0
26	Hilliard Institute*	Forsyth, Ga	1854	1854	N. C. Napier	Meth	1	...	24	24	0	24	5	0	3	..	...	...
27	Fort Valley Male Academy	Fort Valley, Ga	1851	1849	H. A. Mathews	.....	1	...	20	20	...	13	7	...	3	0	1	...
28	Samuel Bailey Male Academy	Griffin, Ga	0	1870	Edwin P. Cater, A. M	Non-sect.	2	1	96	96	...	96	23	2	23	0	7	0
29	La Grange High School	La Grange, Ga	.....	.....	T. C. Newton	Non-sect.	1	0	40	40	0	25	15	0	...	...	1	0
30	Madison Male High School	Madison, Ga	0	1875	Edward W. Butler, A. B	Non-sect.	2	...	61	61	...	49	12	0	5	3	3	0
31	Marietta Male Institute *	Marietta, Ga	.....	1875	George F. Gober, A. M	Non-sect.	1	...	30	30	0	16	14	3	9	5	3	...
32	Perry Male School	Perry, Ga	.....	.....	Sidney Lewis	Meth	1	...	34	34	...	27	7	...	...	...	...	...
33	Rome Male High School	Rome, Ga	.....	1870	John M. Proctor, A. M	Non-sect.	1	...	40	40	0	20	25	...	...	...	2	1
34	Rome Military Institute	Rome, Ga	.....	1874	Col. E. J. Magruder	.....	2	...	50	50	...	37	13	5	8	3	...	...
35	Fletcher Institute	Thomasville, Ga	1855	1856	Oscar D. Scott	Non-sect	2	0	58	58	...	30	28	4	10	2	5	2
36	Washington Male Academy	Washington, Ga	1793	1808	J. I. Ingham	Non-sect.	2	...	35	35	...	14	21	...	5	5	3	...
37	Morgan Park Military Academy	Morgan Park, Ill., (Washington Heights.)	0	1874	Capt. Ed. N. K. Talcott and H. T. Wright, A. M.	Non-sect.	2	1	10	10	0	10	2	3	2	0	0	0
38	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
39	St. Mary's Academy	La Fayette, Ind	.....	1868	Brother Justin	R. C.	5	...	150	150	...	150	...	20	...	7	1	...
40	St. Francis Xavier's Academy	Council Bluffs, Iowa	.....	1871	J. J. Slattery	R. C.	1	0	65	65	0	60	5	0	5	0	2	0
41	Forest Academy	Anchorage, Ky	1864	1855	Rev. B. H. McCown, D. D	Non-sect.	3	...	67	67	...	50	34	12	...	...	...	...
42	Danville Classical and Military Academy.	Danville, Ky	1874	1874	Prof. C. H. Withrow and James L. Ford.	Non-sect.	4	...	93	93	...	35	65	9	...	...	...	...
43	Preparatory and Select School of the Abbey of Gethsemani.	Gethsemane, Ky	1868	1851	Rt. Rev. M. Benedict, abbot	R. C.	3	0	54	54	0	54	0	0	...	...	0	0
44	Lancaster Male Academy	Lancaster, Ky	1810	.....	B. F. Hudson	Non-sect.	2	...	40	40	...	...	...	...	5	0	3	0
45	Threlkeld Select School	Lexington, Ky	.....	1870	T. B. & W. L. Threlkeld, A. M.	Non-sect.	3	...	60	60	...	48	10	26	10	15	...	5
46	Bethel Academy	Nicholasville, Ky	1798	1798	A. N. Gordon	Non-sect.	1	...	22	22	...	3	19	...	19	...	0	0
47	Prof. W. H. Lockhart's School *	Paris, Ky	.....	1870	Prof. William H. Lockhart	Non-sect.	1	...	31	34	...	20	15	4	12	13	4	2
48	Morehouse College	Bastrop, La	0	1873	Arthur D. Bayles	Non-sect.	2	...	50	50	...	45	15	7	4	...	4	...
49	St. Matthew's Academy	Monroe, La	.....	1859	Henry Floyd	R. C.	2	1	46	46	...	46	3	16	3	2	2	...
50	St. Aloysius Academy	New Orleans, La	1869	1869	Brother Florimond	R. C.	7	0	185	185	0	185	0	160	6	10	8	4
51	Abbott Family School	Farmington, Me	1874	1844	Alexander H. Abbott	Non-sect.	1	1	21	21	...	11	10	7	9	...	...	...
52	Baltimore City College	Baltimore, Md	0	1839	William Elliott, jr	Non-sect.	(13)		434	434	...	...	...	...	...	...	...	...
53	Boy's School of St. Paul's Parish	Baltimore, Md., (258 Saratoga st.)	.....	1868	Ralph D. Whittle	P. E.	3	1	75	75	...	75	50	0	6	0	3	0
54	Newton Academy	Baltimore, Md., (Baltimore st. and Carrollton ave.)	.....	1845	Thomas Lester	.....	2	...	20	20	...	20	...	20	...	...	...	...
55	Oxford School for Boys	Baltimore, Md., (cor. Myrtle ave. and Smith st.)	.....	1873	William C. Hynds, A. M	P. E.	1	...	15	15	...	15	7	4	6	3	2	1
56	Pembroke School for Boys	Baltimore, Md., (189 Madison ave.)	.....	1861	Prof. James C. Kinear, A. M.	Non-sect	5	0	40	40	...	40	15	8	6	3	2	0

* From Report of the Commissioner of Education for 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART I.—*Schools for boys*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
57	St. Joseph's Academy, (Calvert Hall.)	Baltimore, Md., (79 Saratoga st.)	0	1849	Brother Gustavus	R. C	7	....	240	240	....	240	....	....	0	0	0	0
58	School for Boys	Baltimore, Md., (265 N. Eutaw st.)	.....	1864	George G. Carey, A. M	.....	5	....	53	53	....	....	40	15	....	....	4	....
59	School of Letters and Sciences for Boys. *	Baltimore, Md., (78 Read st.)	.....	1866	C. Powell Grady, M. A	.....	3	....	....	....	....	....	....	....	....	....	....	....
60	Stenart Hall Collegiate and Commercial Institute.	Baltimore, Md., (1023 W. Baltimore st.)	....	1867	Rev. J. N. Hank, A. M., Geo. S. Grape, A. M., and A. Z. Hartman, A. M.	.....	4	....	50	50	....	26	24	22	....	....	....	....
61	Brookeville Academy	Near Brookeville, Md	1815	1815	S. H. Coleman	Non-sect	1	....	23	23	....	16	4	4	4	....	4	....
62	Overlea, Home School for Young Gentlemen.	Catonsville, Md	.....	1861	Rev. George W. Ebeling	Luth	2	....	12	12	....		(12)		4	4	2	....
63	Charlotte Hall Academy	Charlotte Hall, Md	1774	1774	Herbert Thompson	Non-sect	4	....	57	57	....	9	48	25	....	....	....	....
64	College of St. James, Grammar School.	College of St. James, Md	1844	1842	Henry Onderdonk, A. M	P. E	6	....	45	45	....	45	40	10	35	....	....	....
65	West Nottingham Academy	Colora, Md	1812	1812	George K. Bechtel, A. M	Non-sect	4	....	74	74	....	53	21	9	10	4	3	....
66	St. Clement's Hall	Ellicott City, Md	1870	1866	Charles A. De M. Spencer, Ph. D.	P. E	5	....	40	40	0	25	15	15	....	....	12	10
67	St. John's Literary Institution	Frederick City, Md	1841	1835	Rev. James A. Ward, S. J	R. C	3	....	70	70	....	....	....	....	....	....	....	....
68	Glenwood Institute	Glenwood, Md	.....	1863	Prof. L. G. Mathews, A. M	Non-sect.	2	....	55	55	....	30	15	16	9	8	4	6
69	McDonogh School	Owing's Mills, Md	.....	1873	William Allan, M. A	Non-sect.	4	0	50	50	0	50	0	27	0	0	0	0
70	St. George's Hall for Boys	Reistertown, Md	0	1876	James C. Kinear	P. E	3	0	10	10	....	10	10	10	2	....	....	....
71	St. Michael's Home School for Boys.	Reistertown, Md	.....	1868	Rev. R. Heber Murphy, A. M	P. E	1	1	19	17	2	....	14	....	....	....	....	....

72	Mt. Pleasant Institute for Boys	Amherst, Mass	.....	1846	Henry C. Nash, A. M	P. E	1	....	16	16	....	12	4	2	4	1	3	....
73	Family Boarding School for Boys.	Belmont, Mass	.....	1872	David Mack	Liberal	1	1	2	2	0	2	0	0	0	0	0	0
74	Sedgwick Institute	Great Barrington, Mass.	.....	.....	James Bird, M. A	Cong	1	2	20	20	0	15	5	1	5	0	0	0
75	Family School for Boys	West Tisbury, Mass	.....	1872	M. C. Mitchell	Non-sect.	1	1	20	20	..	..	..	..	4	0	0	3
76	Highland Military Institute	Worcester, Mass	....	1856	C. B. Metcalf, A. M	Non-sect.	6	...	80	80	..	80	..	..	..	..	..	....
77	St. Mary's Academy	Monroe, Mich	....	1845	Mother Superior	R. C	...	8	90	90	..	..	..	..	..	..	..	....
78	Shattuck School	Faribault, Minn	1860	1865	Rev. Jas. Dobbin, A. M., B. D	P. E	7	....	108	108	..	56	52	21	12	5	1	....
79	Gustavus Adolphus College	St. Peter, Minn	1874	.....	Rev. John P. Nyquist	Ev. Luth. (Swedish)	2	....	24	24	..	..	..	..	..	..	..	....
80	Brookhaven High School for Boys*	Brookhaven, Miss	1874	1874	M. S. Shirk		2	....	50	50	0	..	..	..	..	..	..	....
81	Summerville Institute*	Gholson, Miss	.....	1854	Thomas S. Gathright	Non-sect.	3	....	60	60	0	34	26	4	19	23	6	0
82	Chalmers Institute	Holly Spring, Miss	.....	.....	W. A. Anderson		1	....	21	21	..	21	7	..	..	..	1	....
83	Iuka Collegiate Institute	Iuka, Miss	1859	1858	John C. Pettus, A. M	Non-sect.	2	....	28	28	..	28	6	6	6	6	..	....
84	Pontotoc Male Academy *a*	Pontotoc, Miss	.....	.....	Jas. L. Jones		..	....	..	..	..	..	..	..	..	..	..	....
85	The Kemper Family School	Boonville, Mo	0	1844	F. T. Kemper, A. M	Non-sect.	5	3	43	43	0	20	23	7	12	....	9	0
86	High School for Males*	St. Charles, Mo	1837	1830	J. J. Potts, A. M	M. E. S'th	1	....	25	25	..	10	15	..	..	..	..	....
87	German Institute	St. Louis, Mo., (215 S. 3d st.)	1856	.....	John Eyser		4	....	100	100	..	100	18	100	18	..	..	....
88	St. Patrick's Academy	St. Louis, Mo	0	1868	Brother Nicholas	R. C	10	....	208	208	..	208	..	20	..	..	2	0
89	West Jersey Academy	Bridgeton, N. J	1853	1854	J. P. Sherman	Presb	6	....	41	41	..	26	15	5	5	1	1	....
90	Freehold Institute	Freehold, N. J	.....	1844	Rev. A. G. Chambers, A. M	Non-sect.	6	0	75	75	0	35	40	10	30	12	10	7
91	Jamesburg Institute	Jamesburg, N. J	.....	1873	M. Oakey	Non-sect.	1	....	37	37	..	33	4	....	2	0	....	....
92	Hasbrouck Institute	Jersey City, N. J., (109 Grand st.)	....	1863	Henry C. Miller, M. A., and Chas. C. Stimets.	Non-sect.	5	0	91	91	..	51	40	10	40	5	4	....
93	Classical and Commercial High School.	Lawrenceville, N. J	.....	1810	Rev. Samuel M. Hamill, D. D	Presb	7	....	70	70	..	30	41	17	25	17	15	....
94	St. Joseph's Preparatory Boarding School.*	Near Madison, N. J	1871	1861	Mother Mary Xavier	R. C	2	6	60	60	..	..	..	..	..	..	..	....
95	Montrose Military Institute	Orange, N. J., (box 603)	.....	1871	C. G. Kingman, A. M	Non-sect.	3	....	....	....	..	..	....	....	....	....	....	....
96	Trenton Academy	Trenton, N. J	1785	1781	William W. Woodhull, A. M., Ph. D.	Non-sect.	2	....	50	50	..	..	7	....	....	....	....	....
97	Albany Academy	Albany, N. Y	1812	1813	Merrill E. Gates, A. M	Non-sect.	8	3	240	240	0	40	200	60	40	20	5	1
98	Christian Brothers' Academy*	Albany, N. Y	1857	1853	Brother Hugh	R. C	7	....	150	150	....	150	50	60	20	30	15	6
99	Academic department of Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Edward C. Seymour, A. M	Non-sect.	16	3	474	474	....	....	200	274	200	274	74	74
100	A. T. Baldwin's Private School for Boys.	Brooklyn, N. Y., (25 Tompkins Place.)	0	1851	A. T. Baldwin	Non-sect.	1	....	14	14	..	14	..	....	....	....	....	....
101	College Grammar School	Brooklyn, N. Y., (44 Court st.)	0	1849	Levi Wells Hart, A. M	Non-sect.	4	1	35	35	....	..	8	....	5	5	0	1
102	Juvenile High School	Brooklyn, N. Y., (Livingston st., near Court.)	.....	1854	Misses A. S. Dobbin and S. E. Rogers.	Non-sect	3	7	180	180	....	180	....	....	0	0	0	0
103	Prof. Davison's Institute	Brooklyn, N. Y., (410 Clermont avenue)	0	1867	Rev. Isaac S. Davison	Non-sect	1	0	20	20	0	14	6	0	3	0	0	0
104	St. Mary's School	Brooklyn, N. Y	.....	1868	Brother Sylvester	R. C	7	....	560	560	....	560	....	....	....	....	....	....
105	Heathcote School	Buffalo, N. Y	0	1865	Lester Wheeler	P. E	3	1	48	48	0	22	26	3	4	2	0	1
106	Canandaigua Academy	Canandaigua, N. Y	1795	1795	Noah T. Clarke, A. M., Ph. D	Non-sect.	5	1	153	153	0	141	36	20	24	..	3	1
107	Clinton Grammar School	Clinton, N. Y	1817	1815	Rev. Isaac O. Best, A. M	Non-sect.	2	1	84	84	....	40	19	2	19	2	3	0
108	Leseman's College Point Academy	College Point, L. I., N. Y.	.....	1876	Adolf von Uechtritz	Non-sect.	4	....	26	26	....	26	2	26	....	....	....	....
109	Bede Hall, (boarding school for boys.)	Cooperstown, N. Y	.....	1875	W. W. Morrill, A. M	P. E	3	....	10	10	....	..	10	7	10	....	1	1

* From Report of the Commissioner of Education for 1875.

a To reopen January 1, 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART I.—*Schools for boys*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
110	Cornwall Heights School	Cornwall, N. Y	....	1864	Oren Cobb, A. M		4	...	19	19	..	19	10	18	4	4	....	....
111	Croton Military Institute, boarding school.)	Croton Landing, N. Y...	0	1876	Charles B. Warring	Non-sect.	2	0	16	16	0	16	4	3	4	0	0	0
112	Flushing Institute	Flushing, N. Y	....	.....	E. A. Fairchild, A. M., and A. P. Northrop, A. M.	Non-sect.	8	...	105	105	..	..	..	..	..	..	4	....
113	Haverstraw Mountain Institute	Haverstraw, N. Y	0	1853	Lavalett Willson, A. M	Non-sect.	1	1	44	41	3	40	5	6	4	...	0	0
114	Hempstead Institute	Hempstead, N. Y	....	1861	Ephraim Hinds, A. M	Non-sect.	2	2	27	25	2	27	6	16	0	0	0	0
115	Kearsarge School for Boys	Kingston, N. Y	....	1874	Frederick Thompson	P. E.	2	....	15	15	....	10	5	....	5	0	0	0
116	St. John's School for Boys	Manlius, N. Y	....	1869	Rev. Theodore Babcock, D. D	P. E.	6	....	35	35	..	7	29	5	10	3	1	1
117	Trinity School	New Brighton, N. Y	....	1867	John M. Hawkins, A. M., Ph. D.	P. E.	4	....	33	33	...	33	28	28	4	2	2	2
118	Newburgh Institute and Family School for Boys.	Newburgh, N. Y., (Seminary Place.)	....	1863	Henry W. Siglar, M. A		4	...	40	40	...	30	20	6	16	...	2	1
119	Classical School	New York, N. Y., (1193 Broadway.)	....	.....	J. Harris Patton	Presb	1	...	14	14	...	6	6	2	6	...	....	....
120	Duane S. Everson's School for Boys	New York, N. Y., (729 Sixth avenue.)	.....	1864	Duane S. Everson, A. M	Non-sect	8	1	106	106	...	20	64	22	13	4	10	0
121	Fezandié Institute	New York, N. Y., (37 W. 33d st.)	.....	1866	Eugène F. Fezandié		7	....	32	32	...	32	8	32	5	1	2	0
122	Fort Washington English and French Institute.	New York, N. Y., (171st st. and Kingsbridge road.)	.....	1855	Victor Prevost	Non-sect.	7	1	52	52	...	52	15	52	6	0	....	2

123	Girard Institute	New York, N. Y., (35 E. 62d st.)	.....	1872	Prof. Paul E. Girard	Non-sect.	4	1	61	55	6	61	15	61	16	14	0	2
124	Holladay Collegiate Institute	New York, N. Y., (1285 Broadway.)	0	1873	Waller Holladay, B. Sc., C. and M. E.	Non-sect.	4	0	16	16	0	3	13	13	5	0	0	1
125	John MacMullen's School	New York, N. Y., (1214 Broadway.)	0	1850	John MacMullen, A. M	Non-sect.	4	2	25	25	0	25	15	20	6	0	0	0
126	Manhattan Academy	New York, N. Y., (213 W. 32d st.)	1863	1863	Brother Bertram	R. C	12	....	215	215	....	76	48	54	....	....	....	....
127	Mr. Hammond's School	New York, N. Y., (40 W. 29th st.)	.....	1873	Jas. B. Hammond	.....	3	....	15	15	...	5	10	10	7	3	.2	1
128	Murray Hill Institute	New York, N. Y., (109 W. 34th st.)	0	1864	Rev. Joseph D. Hull	Non-sect.	4	2	25	25	0	13	12	25	8	....	1	0
129	Park Institute	New York, N. Y., (859 6th avenue.)	.....	1871	John B. Hays	Non-sect.	13	....	77	77	....	17	26	34	26	13	12	14
130	Sachs' Collegiate Institute	New York, N. Y., (101 W. 45th st.)	.....	1872	Dr. Julius Sachs	Non-sect.	5	1	47	47	....	29	18	28	7	1	4	....
131	School for Boys	New York, N. Y., (723 6th avenue, opposite Reservoir Park.)	.....	.....	Miss M. W. Warren	P. E.	2	4	60	60	....	60	5	58	5	4	2	6
132	The Collegiate School	New York, N. Y., (79 W. 53d st.)	.....	1820	Rev. Henry B. Chapin, Ph. D	Non-sect.	7	...	65	65	....	50	15	17	12	3	1	2
133	The Fifth Avenue School for Boys.	New York, N. Y., (739 5th avenue.)	0	1866	E. A. Gibbens, A. B., and D. Beach, jr.	Non-sect.	6	0	68	68	....	12	56	....	10	2	3	0
134	Granville Military Academy	North Granville, N. Y	1874	1876	W. C. Willcox, A. M., and W. A. Flint.	Non-sect.	4	3	80	80	....	50	30	12	8	3	.....	.....
135	The Peekskill Academy	Peekskill, N. Y	1838	1838	Col. C. J. Wright, A. M., and Robt. Donald, A. M.	Non-sect.	5	...	99	99	....	70	(30)		15	10	2	3
136	Port Chester Commercial, Collegiate, and Military Institute.	Port Chester, N. Y	.....	1874	Oliver Winthrop Starr, A. M.	P. E.	7	....	23	23	....	23	6	2	6	....	.....	.....
137	Bishop's Select School for Boys	Poughkeepsie, N. Y., (Academy st.)	.....	.....	S. H. Bishop	.....	.....	.....	52	52	.....	.....	.....	.....	.....	.....	.....	.....
138	Pelham Institute	Poughkeepsie, N. Y	.....	1864	Stewart Pelham, A. M	Reform'd	2	2	78	72	6	60	18	0	6	2	0	1
139	Poughkeepsie Military Institute	Poughkeepsie, N. Y	1860	1861	Henry S. Jewett, A. M	Non-sect.	4	0	40	40	....	40	....	6	7	6	1	....
140	Riverview Academy	Poughkeepsie, N. Y	.....	1836	Otis Bisbee, A. M	Non-sect.	5	1	40	40	...	....	10	10	4	...	4	1
141	St. Mark's School	Near Rochester, N. Y	.....	1868	Rev. Thomas Drumm, M. D	P. E.	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
142	St. Patrick's Preparatory Seminary	Rochester, N. Y., (Brown st.)	.....	1870	Rev. H. De Regge, director	R. C	5	....	16	16	....	16	16	14	....	....	....	....
143	Mt. Pleasant Military Academy	Sing Sing, N. Y	1840	1832	Maj. W. W. Benjamin and I. Howe Allen, A. M.	Non-sect.	6	0	76	76	0	50	30	45	22	8	6	3
144	Rev. D. A. Holbrook's Military School.	Sing Sing, N. Y	0	1866	Rev. D. A. Holbrook, Ph. D	Non-sect.	5	....	45	45	....	....	10	12	7	4	....	2
145	Vireun	Sing Sing, N. Y	.....	1870	H. C. Symonds	.....	3	....	43	43	....	39	4	15	4	38	...	23
146	Irving Institute	Tarrytown, N. Y	.....	1838	A. Armagnac and D. A. Rowe	Non-sect.	4	....	32	32	....	25	7	15	5	2	2	1
147	Trinity School	Tivoli-on-Hudson, N. Y	....	1867	Rev. Jas. Starr Clark, S. T. D.	P. E.	4	2	44	44	....	44	29	20	18	4	2	....
148	Troy Academy	Troy, N. Y	1834	1835	T. Newton Willson, A. M	Non-sect.	4	1	80	80	0	60	17	3	5	12	3	4
149	Alexander Institute	White Plains, N. Y	0	1845	Oliver R. Willis, A. M., Ph. D.	Presb	5	1	33	33	0	23	9	12	9	1	0	....
150	Hughes's Academy	Cedar Grove, N. C	.....	1845	Samuel W. Hughes	Non-sect	2	....	25	25	....	8	17	....	17	....	1	....
151	Biddle Memorial Institute	Charlotte, N. C	1867	1867	Rev. Stephen Mattoon, D. D	Presb	4	1	124	124	0	88	36	0	....	....	4	....
152	Hillsboro' Military Academy	Hillsboro', N. C	.....	1858	D. H. Hamilton and Hugh Morson.	.....	2	....	40	40	....	5	35	8	35	....	4	....
153	Bingham School	Mebaneville, N. C	1864	1793	Maj. Robert Bingham	Non-sect.	4	....	103	103	....	103	90	10	50	25	10	....

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PART I.—*Schools for boys*—Continued.

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	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
154	Catawba High School	Newton, N. C	1853	(*a*)	Rev. J. C. Clapp, A. B., and Rev. J. A. Foil, A. M.	Ref'd G	2	0	38	38	0	38	23	0	11	2	....	....
155	Lovejoy Academy	Raleigh, N. C	0	1835	Jefferson M. Lovejoy	.....	2	...	70	70	....	50	20	....	1	....	....	....
156	Raleigh High School	Raleigh, N. C	0	1874	Rev. J. M. Atkinson and C. H. Scott.	Non-sect	2	....	50	50	....	28	22	2	22	4	2	....
157	Reynoldson Male Institute	Reynoldson, N. C	.....	1853	T. E. Waff	Baptist..	1	....	25	20	5	17	8	....	4	....	....	....
158	Buckhorn Academy	Riddicksville, N. C	1800	1800	Julian Henri Picot, A. M.	Baptist..	1	..	40	40	....	20	20	6	20	10	10	4
159	Wentworth Male Academy	Wentworth, N. C	1840	1841	W. F. Carter	Presb ...	1	....	15	15	....	14	1	0	1	2	0	0
160	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C	.....	1859	Rev. Daniel Morrelle	P. E....	1	0	12	12	0	1	10	4	8	0	0	0
161	St. Joseph's College	Cincinnati, Ohio, (269 W. 8th st.)	1873	1871	Rev. J. M. Toohey, C. S. C	R. C....	9	0	135	135	0	135	7	115	....	....	....	....
162	St. Aloysius Seminary*	Columbus, Ohio	.....	1871	Rev. N. A. Gallagher	R. C....	6	....	20	20	....	20	12	12	....	....	....	....
163	St. Mary's Institute	Dayton, Ohio	.....	1859	F. Feith	R. C....	15	....	185	185	....	185	....	185	7	....	5	....
164	Harcourt Place Academy	Gambier, Ohio	.....	1851	John D. H. McKinley, A. M.	P. E....	4	....	16	16	....	3	13	11	9	2	1	....
165	Starr's Institute	Seven Mile, Ohio	.....	1861	B. Starr, A. M.	M. E	1	1	10	10	....	8	2	....	2	....	....	....
166	Bishop Scott Grammar and Divinity School.	Portland, Oreg	.....	1870	Rev. George Burton, B. D.	P. E....	5	1	60	60	....	20	40	3	40	....	2	....
167	St. Michael's College	Portland, Oreg..	.....	1871	Rev. A. J. Glorieux	R. C....	6	0	80	80	....	76	4	20	0	....	....	....
168	Andalusia Hall	Andalusia, Pa	0	1861	A. H. Fetterolf, A. M.	P. E....	4	1	30	30	0	....	....	....	6	5	4	....
169	Chester Valley Academy	Downington, Pa	.....	1870	F. Donleavy Long, A. M.	Non-sect	4	2	40	40	....	....	....	....	8	4	2	2
170	Collegiate Institute	Germantown, (Phila.,) Pa., (Price st.)	.....	1854	George R. Barker, A. M.	.....	4	....	....	....	....	....	....	....	....	....	....	....

171	Germantown Academy	Germantown, (Phila.,) Pa., (School Lane.)	1784	1760	William Travis, A. M.	Non-sect.	2	2	23	23	....	7	16	7	10	....	1	....
172	English Academy of the University at Lewisburg.	Lewisburg, Pa	1846	1846	William E. Martin, A. M.	Baptist	1	....	31	31	...	31	...	....	15	....	1	....
173	Lititz Academy, (boarding school)	Lititz, Pa	1837	1822	F. D. Rickert and G. W. Hopp.	Moravi'n	3	2	41	41	....	41	5	10	....	....	....	....
174	Swithin Shortlidge's Media Academy for Boys.	Media, Pa	.....	1866	Swithin C. Shortlidge, A. M.	Non-sect.	10	....	100	100	....	80	15	30	10	15	....	....
175	Nazareth Hall	Nazareth, Pa	1863	1785	Rev. Eugene Leibert, A. M.	Moravi'n	14	0	146	146	0	146	20	37	16	0	6	0
176	Treemount Seminary	Norristown, Pa	.....	1844	John W. Loch, A. M	.....	6	2	121	117	4	89	38	17	12	5	4	2
177	Academy of the Protestant Episcopal Church.	Philadelphia, Pa., (cor. Locust and Juniper sts.)	1787	1785	Rev. James W. Robins, D. D.	P. E	11	....	192	192	....	....	....	....	....	....	....	....
178	Broad Street Academy	Philadelphia, Pa., (337 S. Broad st.)	0	1863	Edward Roth, A. M	R. C	7	4	111	111	0	111	60	74	10	12	5	1
179	Classical, Mathematical, and English Seminary.	Philadelphia, Pa., (11 S. 16th st.)	.....	1845	William S. Cooley	Presb	1	....	20	20	....	20	2	1	....	....	....	....
180	Classical Institute	Philadelphia, Pa., (247 S. 13th st.)	.....	1838	Rev. J. W. Faires, D. D	.....	3	....	65	65	....	8	55	4	60	...	6	....
181	Friends' Select School for Boys	Philadelphia, Pa., (7th below Race st.)	.....	1832	Zebedee Haines	Friends	2	1	53	53	....	....	....	....	....	....	....	....
182	Girard College for Orphans	Philadelphia, Pa	.....	1848	William H. Allen, A. M., M. D., LL. D.	Non-sect.	6	16	550	550	0	550	0	150	0	0	0	0
183	Lauderbach Academy	Philadelphia, Pa., (108 S. 10th st.)	.....	1868	H. Y. Lauderbach	.....	4	2	125	125	...	90	35	20	30	35	12	9
184	Rittenhouse Academy	Philadelphia, Pa., (N. E. cor. 18th and Chestnut sts.)	.....	1854	Lucius Barrows, A. M., and De Benneville K. Ludwig, A. M.	.....	5	....	....	....	....	....	....	....	....	....	....	....
185	Rugby Academy	Philadelphia, Pa., (1415 Locust st.)	.....	1865	Edward C. Smith, M. A	.....	12	2	145	145	..	75	70	36	50	50	20	20
186	Ury House Academy*	Philadelphia, Pa., (Oxford Church P. O)	0	1863	Mrs. Jane Crawford	P. E	6	2	40	40	....	20	20	40	10	4	0	0
187	West Penn Square Academy	Philadelphia, Pa., (cor. Market and Broad sts)	.....	1869	T. Brandtly Langton	.....	12	3	....	....	....	....	....	....	....	....	....	....
188	William Penn Charter School	Philadelphia, Pa., (8 S. 12th st.)	1711	1689	Richard M. Jones, A. B	Friends	4	3	75	75	0	....	....	....	25	...	1	0
189	Episcopal Classical Academy	Pittsburg, Pa., (64 Grant st.)	.....	1867	Francis Schmid, A. M	P. E	2	....	50	50	....	22	28	43	20	...	....	....
190	Cheltenham Academy	Shoemakertown, Pa	.....	1871	Rev. Samuel Clements, A. M.	P. E	5	1	65	65	0	....	65	10	....	....	....	....
191	West Philadelphia Academy*	West Philadelphia, Pa., (112 S. 40th st.)	.....	1874	Rev. John Moore and J. M. Rawlins, M. A.	Presb	2	....	20	20	....	8	12	....	12	2	1	....
192	York County Academy	York, Pa	1799	1788	George W. Ruby	Non-sect.	4	....	130	130	...	130	31	0	6	0	2	0
193	Edgefield Male Academy	Edgefield, Tenn	.....	1867	Aaron L. Mims, A. M	.....	2	0	85	85	0	47	38	0	27	13	7	4
194	Reagan High School	Morristown, Tenn	.....	1866	Joseph A. Stubblefield, A. B.	Non-sect.	2	0	45	45	0	43	2	0	6	...	5	3
195	St. Mary's Institute	San Antonio, Tex	0	1852	Brother Charles Francis	R. C	12	0	250	250	0	225	8	150	....	....	....	....
196	Mt. Anthony Seminary	Bennington Centre, Vt	....	1832	George W. Yates, A. M	Non-sect.	....	....	....	....	....	....	....	....	8	2	....	....
197	Vermont Episcopal Institute, (academical department.)	Burlington, Vt	1857	1857	Rev. T. A. Hopkins, A. M	P. E	3	1	23	23	....	23	20	4	5	3	....	....
198	Rural Home	Pownal, Vt	.....	1869	Rev. J. M. Bacheldor, A. M	Non-sect.	1	1	16	15	1	16	5	....	....	....	1	....
199	Abingdon Male Academy	Abingdon, Va	1822	1822	Robert P. Carson and James B. Baker.	Non-sect.	2	....	94	94	....	70	25	10	15	10	....	....

*From Report of the Commissioner of Education for 1875.

a Reorganized in 1866.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
200	Alexandria Academy	Alexandria, Va	.....	1858	John S. Beach	Non-sect	4	1	37	37	...	37	5	7	....	....	....	....
201	Episcopal High School	Near Alexandria, Va	1854	1839	Launcelot M. Blackford, M. A.	P. E	5	...	77	77	...	77	68	43	....	....	10	3
202	H. F. Henry's School	Alexandria, Va., (Queen st.)	.....	1857	H. F. Henry	.....	2	...	30	30	...	30	10	....	....	....	....	....
203	Potomac Academy	Alexandria, Va	.....	1869	John S. Blackburn	.....	1	...	17	17	...	17	10	6	....	....	....	....
204	St. John's Academy	Alexandria, Va	0	1833	Richard L. Carne, A. M	R. C	5	0	90	90	0	75	15	7	3	0	0	0
205	Bethel Academy	Bethel Academy Post-Office, Va.	.....	1870	W. W. Smith, A. M., (senior principal.)	Non-sect	5	...	89	89	...	89	54	35	25	....	....	....
206	Leesburg Academy	Lees burg, Va	1800	1813	Thomas Williamson	Non-sect	2	0	23	23	0	10	10	3	10	0	1	0
207	Webster Military Institute	Norfolk, Va., (45 Charlotte st.)	.....	1869	Prof. N. B. Webster, A. M	Non-sect	2	1	50	50	...	25	25	10	6	....	3	2
208	Locust Dale Academy	Rapidan Station, Va	0	1868	A. J. Gordon, A. M	Non-sect	3	1	65	60	5	20	20	25	20	10	5	2
209	Prince Edward Academy	Worsham, Va	1875	1874	James R. Thornton, A. B	Non-sect.	2	...	39	39	0	39	35	4	35	30	4	1
210	Seminary of St. Francis of Sales	St. Francis Station, Wis	.....	1856	Rev. C. Wapelhorst	R. C	13	...	a115	115	...	....	....	....	....	....	....	....
211	Georgetown Institute for Males	Georgetown, D. C., (box 622.)	.....	1857	Rev. P. Hall Sweet	Non-sect.	1	...	25	25	...	15	7	....	2	4	2	....
212	Boys' English and Classical High School.	Washington, D.C., (lock-box 132.)	.....	1868	John W. Hunt, A. M	Non-sect.	1	...	40	40	...	40	22	....	20	2	2	0
213	Emerson Institute*	Washington, D. C., (14th bet. I and K sts.)	.....	1852	Charles B. Young, jr	Non-sect.	5	...	130	130	...	130	100	100	20	20	12	10
214	Rittenhouse Academy	Washington, D. C., (Indiana ave.)	.....	1840	O. C. Wight	.....	2	...	32	32	....	11	21	....	10	....	0	0

215	Roys's Classical and Mathematical Academy.	Washington, D. C., (1315 4½ st. s. w.)	0	1869	Chase Roys, A. M, M. D	Non-sect.	1	....	23	23	....	23	5	1	6	2	0	0
216	St. Matthew's Institute	Washington, D. C., (K bet. 14th and 15th sts.)	1870	1870	Brother Tobias	R. C	8	....	180	180	....	180	40	30	....	..	....	....
217	Thompson Academy*	Washington, D. C.	.....	1869	S. John Thompson, A. M	.....	1	1	40	40	....	40	5	....	....	....	....	....
218	Spencer Academy	Doaksville, Ind. T., (Choctaw Nation.)	.....	1844	Rev. I. I. Read	Presb	2	1	60	60	....	60	3	....	3	....	1	....
219	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.*																	
220	Wilcox Female Institute	Camden, Ala	1851	1851	D. P. Hurley	Presb	1	4	81	....	81	63	27	1	....	....	....	....
221	Dadeville Masonic Female Institute.*	Dadeville, Ala	1847	1845	J. P. Oliver, A. M	.....	2	2	85	20	65	75	10	....	5	5	1	....
222	St. Mary's of the Pacific	Benicia, Cal	.....	1870	Rt. Rev. J. H. D. Wingfield, D. D., rector.	P. E	3	4	45	....	45	45	10	20	....	....	....	....
223	Mills Seminary for Young Ladies.	Brooklyn, Cal	.....	1870	Rev. C. T. Mills, D. D	Non-sect	7	12	207	..	207	207	....	138	....	..	....	....
224	Napa Ladies' Seminary	Napa, Cal	1872	1860	Miss S. F. McDonald	Non-sect.	1	10	125	0	125	....	....	40	....	....	....	....
225	Convent of Our Lady of the Sacred Heart.	Oakland, Cal	.....	1868	Sister Mary John Baptist, superior.	R. C	....	19	80	....	80	80	3	60	....	....	....	....
226	Point Loma Seminary	San Diego, Cal	0	1873	Rev. and Mrs. O. W. Gates	Baptist	3	1	40	10	30	40	0	3	0	0	0	0
227	College of Notre Dame, Mission Dolores.	San Francisco, Cal	1876	1866	Sister Aloyse of the Cross	R. C	....	16	500	..	500	....	....	....	....	....	....	....
228	Home Institute	San Francisco, Cal., (218 Eddy st.)	.....	1866	Miss Isabella G. Prince	Non-sect.	....	3	35	....	35	35	....	25	....	....	....	....
229	Madame Zeitska's Institute	San Francisco, Cal., (922 Post st.)	.....	1863	Mme. B. Zeitska	Non-sect.	4	10	140	....	140	140	....	140	....	....	....	....
230	Laurel Hall*	San Mateo, Cal	.....	1864	Miss L. A. Buckmaster	Non-sect.	4	6	45	....	45	45	....	45	....	....	....	....
231	School of the Holy Cross	Santa Cruz, Cal	1875	1862	Sr. Rose Genevieve Phelan	R. C	....	6	150	....	150	150	....	75	....	....	....	....
232	St. Mary's Academy	Denver, Colo	1873	1864	Mother M. Joanna	R. C	....	11	150	....	150	150	....	....	....	....	....	....
233	Wolfe Hall	Denver, Colo	.....	1868	Mrs. Anna Palmer	P. E	2	6	62	6	56	28	4	30	....	....	....	....
234	Golden Hill Seminary	Bridgeport, Conn	.....	1857	Miss Emily Nelson	Non-sect.	4	6	85	....	85	85	35	30	....	....	....	....
235	Hillside Seminary	Bridgeport, Conn	.....	1866	Anne J. Stone, Cornelia Knowles, and M. B. Slade.	Non-sect.	2	9	51	2	49	31	20	48	....	....	....	....
236	Homesworth Family School for Young Ladies.	New Haven, Conn., (747 West Chapel st)	.....	1867	Mrs. Lydia Black Newcomb	Non-sect.	....	7	30	....	30	....	....	....	....	....	....	....
237	Misses Nott's French and English Boarding and Day School for Young Ladies.	New Haven, Conn., (31 Wall st.)	.....	1873	Misses L. P. and C. E. Nott	Non-sect.	2	7	76	....	76	70	50	41	....	....	....	....
238	The Elderage School	New Haven, Conn., (68 Sherman ave.)	.....	1873	Miss Elizabeth C. Bangs	Meth	....	5	30	....	30	....	....	....	....	....	....	....
239	West End Institute, Young Ladies' Boarding and Day School.	New Haven, Conn., (99 Howe st.)	.....	1870	Mrs. Sarah L. Cady	Cong	3	6	70	....	70	....	....	....	....	....	....	....
240	Boarding and Day School for Young Ladies.	Norwich, Conn	.....	1872	Mrs. M. W. Hakes	Cong	1	4	56	6	50	50	15	30	3	....	....	....
241	French and English Boarding School.	Norwich, Conn., (56 Washington st.)	.....	.....	Miss Henrietta Meeker	Cong	....	5	30	....	30	....	....	....	....	....	....	....
242	Saybrook Seminary	Saybrook, Conn	.....	1873	Alice L. Warner	P. E	....	6	58	....	58	58	7	10	....	....	....	....
243	Family School for Young Ladies, (The Maples.)	Stamford, Conn	.....	1874	Miss M. G. A. Fessenden	Cong	1	2	9	....	9	7	....	4	....	....	....	....

* From Report of the Commissioner of Education for 1875.

a For students in philosophy and theology, see Table X.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
244	Stratford Female Institute	Stratford, Conn	.....	1876	Mrs. E. E. Clark	Non-sect.	....	4	17	....	17	17	9	....	....	....	....	....
245	St. Margaret's School for Girls	Waterbury, Conn	1875	1875	Rev. Francis T. Russell, M. A., rector.	P. E.	2	10	135	....	135	100	20	20	....	....	....	....
246	Oak Hill Ladies' Seminary	West Haven, Conn	.....	1845	Mrs. S. E. W. Atwater	Cong	1	6	40	....	40	....	....	....	....	....	....	....
247	Young Ladies' Institute*	Windsor, Conn	.....	1867	Miss Julia S. Williams	Non-sect.	1	5	60	....	60	....	....	....	....	....	....	....
248	Family School for Young Girls	Claymont, Del	.....	.....	Mrs. A. B. Washington	P. E.	....	4	....	....	....	....	....	....	....	....	....	....
249	Miss Robertson's Family Boarding and Day School.	Wilmington, Del., (838 Market st.)	.....	.....	Miss M. S. H. Robertson	P. E.	....	4	30	....	30	30	4	24	....	....	....	....
250	Riverside Institute *a*	Jacksonville, Fla	.....	.....	Mrs. Lucy E. Smith		....	2	....	....	....	....	....	....	....	....	....	....
251	St. Joseph's Academy	Jacksonville, Fla	.....	1869	Mother Sidonie	R. C.	....	18	165	40	125	....	....	25	....	....	....	....
252	Convent of Mary Immaculate*	Key West, Fla	.....	1868	Mother Teresa of Jesus	R. C.	....	14	353	....	353	353	40	153	....	....	....	....
253	Cave Spring Female Seminary	Cave Spring, Ga	1837	.....	William C. McCall	Baptist	1	1	20	0	20	....	....	....	....	....	....	....
254	Conyers Female College	Conyers, Ga	1870	1870	Thos. B. Bailey, president	Non-sect.	1	3	51	9	42	33	12	16	....	....	....	....
255	Ft. Valley Female Seminary	Ft. Valley, Ga	1852	1853	T. B. Russell	Non-sect.	1	1	20	....	20	18	6	2	0	0	0	0
256	Forest Home Institute	Madison, Ga	.....	1873	Mrs. E. Nebhut	Presb	....	....	....	....	....	....	....	....	4	0	1	0
257	Washington Female Seminary	Washington, Ga	.....	.....	Misses Fanny Andrews and Eliza Bowen.	Non-sect.	....	3	35	....	35	25	7	9	....	....	....	....
258	Chicago Ladies' Seminary	Chicago, Ill., (15 Sheldon st.)	.....	1862	Miss Charlotte A. Gregg	Cong	4	8	80	0	80	....	....	....	....	....	....	....
259	Dearborn Seminary	Chicago, Ill., (985 Wabash ave.)	1855	1857	Z. Grover, A. M	Non-sect.	3	11	200	....	200	....	40	60	0	0	0	0
260	Misses Grant's Seminary*	Chicago, Ill., (130 North Dearborn st.)	0	1859	Misses E. and B. Grant	Non-sect.	4	9	110	....	110	110	25	35	....	....	....	....

261	Park Institute	Chicago, Ill., (75 Ashland ave.)		1873	Mrs. Alice E. Bates	Non-sect.	5	13	181	12	169	181	28	61					
262	St. Francis Xavier's Academy	Chicago, Ill	1847	1846	Sister Mary Genevieve	R. C.		15	150		150			30					
263	Monticello Ladies' Seminary	Godfrey, Ill	1838	1836	Mrs. Harriet N. Haskell	Non-sect.	0	13	150	0	150		(150)						
264	The Young Ladies' Athenæum and Illinois Conservatory of Music.	Jacksonville, Ill	1865	1864	Rev. Wm. D. Sanders, D. D., president.	Non-sect.	6	9	175		175	125	50	11					
265	St. Augustine's School	Fort Wayne, Ind	1844		Sister M. Cecilia, supérieure.	R. C.		7	40		40	40							
266	St. Mary's Academy	Notre Dame, Ind			Mother M. Angela, superior.	R. C.			186		186								
267	Academy of the Assumption	South Bend, Ind	1855	1852	Sister M. Cyprian	R. C.	0	6	190	30	160								
268	St. Francis' Academy	Council Bluffs, Iowa		1872	Sisters of Charity	R. C.			110	0	110								
269	St. Joseph's Academy	Dubuque, Iowa	1871			R. C.		14	120		120								
270	Young Ladies' School	Dubuque, Iowa		1873	Miss H. H. Horr	Non-sect.	1	2	26		26	20	3	3	1				
271	Ottumwa Seminary for Young Ladies.	Ottumwa, Iowa	0	1873	Mrs. Mary Squire	Non-sect.	0	4	80		80								
272	St. Mary's Female Academy	Leavenworth, Kans	1868	1858	Mother Xavier Ross	R. C.		7	40		40								
273	St. Ann's Academy*	Osage Mission, Kans	0	1846	Mother Bridget Hayden	R. C.		17	76		76	50		8	0	0	0	0	
274	Bellewood Seminary	Anchorage, Ky	1876	1876	G. S. Rondebush	Presb	2	4	67		67	67	46						
275	Bardstown Female Academy	Bardstown, Ky	1837	1835	Rev. J. V. Cosby	Presb	2	3	38	8	30	28	7	8	4	0			
276	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky	1829	1812	Mother Columba Carroll	R. C.	0	25	200	0	200	200		100					
277	Green River Female Seminary	Bowling Green, Ky	1876	1868	Rev. Thomas H. Storts, A.M.	Baptist	1	5	75		75	75							
278	Greenwood Seminary	Frankfort, Ky	0	1846	Mrs. Mary T. Runyan	Non-sect.		2	50	14	36				0	0			
279	Calvary Academy	Near Lebanon, Ky	1829	1819		R. C.		5	30		30								
280	Christ Church Seminary*	Lexington, Ky		1866	Miss Helen L. Totten	P. E.	(6)		50		50				2				
281	Sayre Female Institute	Lexington, Ky	1856	1855	H. B. McClellan, A. M.	Presb	4	7	162		162	162	30	20					
282	Loretto Academy	Loretto, Ky	1830	1812		R. C.		16	40		40								
283	Collegiate School for Young Ladies	Louisville, Ky., (205 6th st.)	1853	1854	S. B. Barton, A. M.	Presb	2	5	70		70	70	14	14					
284	Jessamine Female Institute	Nicholasville, Ky	1866	1851	Rev. J. B. Tharp	Non-sect.	1	4	65	15	50	65	15	4					
285	Patterson Female Institute	North Middletown, Ky	1860	1853	I. T. Patterson	Christian	3	3	117		117	112	5	9					
286	Garth Female College	Paris, Ky	1876	1875	C. E. Young	Non-sect.	2	4	60	8	52	60	24	8					
287	Madison Female Institute	Richmond, Ky	1856	1855	B. J. Pinkerton	Christian	2	3	80		80	80	12	2					
288	Academy of St. Catherine of Sienna	Springfield, Ky	1840	1822	Sr. Regina O'Meara, O. S. D.	R. C.		10	54		54								
289	St. Vincent's Academy*	Fairfield, La	1869	1868	Mother Mary Hyacinth	R. C.		4	14		14	14		7	0	0	0	0	
290	Feliciana Female Collegiate Institute.*	Jackson, La	1850	1848	Miss C. L. Catlett	Presb	2	6	75		75	75	5	10					
291	Convent of the Presentation	Marksville, La	1858	1855	Sister Angelica	R. C.	0	5	40	0	40	40		40	0	0	0	0	
292	St. Hyacinth's Academy	Monroe, La	1859	1859	Sister Mary Alexi	R. C.		5	50		50	50	5	20	3	3	2		
293	Locquet-Leroy Institute	New Orleans, La., (box 1130.)	0	1871	Mrs. S. B. Locquet-Leroy	R. C.	5	7	70		70	60	25	70	45				
294	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	
295	Boarding and Day School for Young Ladies.*	Portland, Me., (12 Pine st.)		1862	The Misses Symonds	Non-sect.	3	4	50		50	50	30	50					
296	Morison Academy	Baltimore, Md			Helen S. Fletcher			4	45		45	45	8	12					
297	Mt. Vernon Institute	Baltimore, Md., (46 Mt. Vernon Place.)	1859	1859	Mrs. Mary J. Jones	P. E.	7	10	85	0	85	85	15	85					
298	Roland Academy	Baltimore, Md., (253 W. Hoffman st.)		1872	Miss Rebecca McConkey	Non-sect.	(7)		80		80	50	30	70					
299	Samuel T. Lester's Seminary for Young Ladies and Girls.	Baltimore, Md., (362 N. Eutaw st.)	0	1871	Samuel T. Lester	Non-sect.	3	3	11		11	10	0	3	0	0	0	0	

*From Report of the Commissioner of Education for 1875.

a Not yet fully organized.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
300	School for Young Ladies	Baltimore, Md., (234 Madison ave.)	.....	1872	Miss Sarah A. Jenness	.....	....	3	20	....	20	20	3	7	....	....	....	....
301	Southern Home School	Baltimore, Md., (197 N. Charles st.)	.....	1842	Mrs. W. M. Cary and Mrs. General John Pegram.	Non-sect.	6	9	60	....	60		(60)		....	....	....	....
302	Alnwick Female Seminary*	Contee's Station, Md	0	1840	Miss M. A. Tyson	P. E	2	4	25	....	25	....	12	....	....	....	....	....
303	Academy of the Visitation	Frederick, Md	.....	....	.....	R. C	.....	....	73	....	73	....	....	....	....	....	....	....
304	Notre Dame of Maryland, Collegiate Institute for Young Ladies.	Govanstown, Md	1864	1846	Sister Mary Ildephonsa	R. C	3	19	116	....	116	112	....	100	....	....	....	....
305	Hagerstown Seminary for Young Ladies.	Hagerstown, Md	1852	1854	Prof. C. L. Keedy, A. M., M.D	Luth'n ..	4	6	115	2	113	115	11	23	....	....	....	....
306	St. John's Female Seminary	Near Knoxville, Md	0	1855	Rev. George Lewis Staley, D.D.	Reform'd (Ger.)	1	2	27	....	27	20	7	8	....	....	....	....
307	Lutherville Female Seminary	Lutherville, Md	1853	1853	Rev. J. R. Dimm, A. M	Ev. Luth.	2	5	70	....	70	20	30	20	....	....	....	....
308	The Hannah More Academy	Reisterstown, Md	1832	1832	Rev. Arthur J. Rich, M. A., M. D., rector.	P. E	3	5	35	....	35	35	24	10	....	....	....	....
309	Stanmore School	Sandy Spring, Md	.....	1857	Caroline H. Miller	.....	2	3	24	....	24	24	....	9	1	....	2	....
310	Blackstone Square School	Boston, Mass., (45 W. Newton st.)	....	1865	Misses R. I. Gilman and M. E. Blair.	Cong	2	9	17	....	17	....	2	15	....	....	....	....
311	Codman Mansion Home School	Boston, Mass., (24th ward)	.....	1867	Mrs. S. Morris Cochrane	P. E	2	4	10	....	10	10	....	10	....	....	....	....
312	English, French, and German Family and Day School.	Boston, Mass., (68 Marlboro' st.)	.....	1866	Miss M. Louise Putnam	P. E	2	6	....	....	....	....	....	....	....	....	....	....
313	Home and Day School	Boston, Mass., (76 Chester Square.)	.....	1872	Mrs. S. H. Hayes	Non-sect.	2	8	23	....	23	....	....	....	....	....	....	....

314	Home and Day School	Boston, Mass., (Roxbury Post Office.)			Mary L. Hall			6	26		26	26	12	26				
315	Newbury Street School	Boston, Mass., (34 Newbury st.)		1867	Rev. Henry C. Badger, A. M.		3	8	40		40	-	(40)				1	2
316	Union Park School for Young Ladies.	Boston, Mass., (18 Concord Square.)	0	1856	Henry Williams		2	4	60		60	60	10	55				
317	Wayside Family School	Concord, Mass		1866	Miss Mary C. Pratt	Non-sect.	1	3	15	6	9	15	2	1		1	1	
318	Mrs. Potter and Miss Pierce's Home Boarding School.	Everett, Mass		1874	Mrs. A. P. Potter and Miss O. J. Pierce.	Baptist	3	5	40		40	20	20		6			
319	Prospect Hill School	Greenfield, Mass	1869	1869	Miss Sabra Wright	Unit'n		6	37	3	34	6	11	20				
320	Elmwood Home	Hadley, Mass		1866	Miss C. W. Porter and Miss R. Champney.	P. E. and Cong.	2	2	10		10	8		8				
321	St. Patrick's Female Academy	Lowell, Mass		1852	Sister Désirée	R. C		10	127		127	127		60				
322	Preston Cottage School	Newton, Mass	0	1867	Miss Julia A. Wilson	Cong	2	5	33		33							
323	Family and Day School for Young Ladies.	Springfield, Mass			Catharine L. Howard		1	5	50		50		25	50				
324	Miss Williams' School	Worcester, Mass	0	1873	Miss Ava Williams	Non-sect.	2	5	28		28	25	21	23				
325	School of Modern Languages	Worcester, Mass., (116 Lincoln st.)		1874	Mrs. M. V. Fitch	Non-sect.	1	4	{63 / 17a}	4	13	17		63	0	0		
326	School for Young Ladies and Children.	Grand Rapids, Mich., (54 Jefferson ave.)		1874	The Misses Bacon	Non-sect.	1	5	60		60	60		14				
327	Hallock Institute	Faribault, Minn., (corner Cedar and Fifth sts.)		1873	Miss A. A. Hallock	Christian		2	40		40	40	6	4	4		2	
328	St. Boniface Academy	Hastings, Minn		1872	Sister Augustine	R. C		6	75		75							
329	Leighton Academy	St. Paul, Minn		1871	Rev. William R. Powell, rector.	P. E	3	2	25		25	20	5	7				
330	Norwood Hall	St. Paul, Minn., (67 Irvine Park.)			Miss Anna Fyfe	Non-sect.	2	4	50		50							
331	St. Joseph's Academy	St. Paul, Minn		1851	Sister Celestine	R. C	2	12	84		84	84	2	10				
332	Blue Mountain Female College	Blue Mountain, Miss	0	1873	Rev. M. P. Lowrey, D. D	Non-sect.	1	4	85		85	75	10					
333	Mt. Hermon Female Seminary	Clinton, Miss	1873	1873	Sarah A. Dickey	Non-sect.		3	23		23	23						
334	Grenada Female College*	Grenada, Miss	1875	1875	Rev. D. D. Moore	M. E. So	1	4	50	0	50	50	10		10			
335	Iuka Female Institute	Iuka, Miss	1859	1858	N. A. Flournoy, A. M	Non-sect.	2	2	40	3	37	40	19	16	20	12		
336	Kirkwood Seminary	Kirkwood, Mo	1868	1861	Miss Anna C. Sneed	Non-sect.		5	80		80	40	10	10				
337	Young Ladies' Institute	St. Joseph, Mo., (corner 5th and Antoine sts.)		1869	Rev. Charles Martin, M. D	Non-sect.	2	4	65	5	60	65	7		0	0		
338	Mrs. Cuthbert's Seminary for Young Ladies.	St. Louis, Mo., (cor. 16th and Pine sts.)		1865	Mrs. Eugenia Cuthbert	Non-sect.	1	8	175		175	175	50	90				
339	School of the Good Shepherd	St. Louis, Mo., (1532 Washington ave.)	1873	1874	Sister Catharine	P. E	3	9	65		65	65	10	20				
340	Brownell Hall	Omaha, Nebr	1867	1863	Robert Doherty	P. E	2	6	85		85	85	7	15			25	
341	Miss Morgan's School for Young Ladies.	Portsmouth, N. H		1874	Miss Arabella C. Morgan		2	6	42		42							
342	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			
343	The Elizabeth Institute	Elizabeth, N. J., (521 North Broad st.)		1861	Miss N. C. Read	Presb	2	5	45	10	35	45	5	7				
344	Young Ladies' Institute	Hoboken, N. J., (352 Bloomfield st.)		1868	Miss Mathilde Schmidt		4	5	104		104							
345	Hopewell Female Seminary	Hopewell, N. J	0	1866	Miss Elizabeth H. Boggs	Non-sect.	0	4	30		30	30	4	5	0	0	0	0

* From Report of the Commissioner of Education for 1875.

a In English course; 63 in modern languages.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
346	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
347	Lawrenceville Female Seminary	Lawrenceville, N. J	.....	1835	Rev. R. Hamill Davis, Ph. D.	Presb ...	1	2	30	....	30	30	3	8	....	....	....	....
348	St. Elizabeth's Academy*	Madison, N. J	1871	1859	Mother Mary Xavier	R. C.	2	10	....	....	....	....	....	....	....	....	....	....
349	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	....	....	....	....
350	Boarding School for Young Ladies	New Brunswick, N. J., (College ave.)	.....	1841	Misses J. R. and M. E. Bucknall.	Reform'd	3	3	30	....	30	30	30	30	....	....	....	....
351	Seminary for Young Ladies	New Brunswick, N. J., (13 Livingston ave.)	.....	1872	Mrs. Martha S. Parks	Non-sect	4	4	48	....	48	48	3	46	....	....	....	....
352	Passaic Falls Institute	Paterson, N. J., (cor. Market and Church sts.)	.....	1860	Rev. J. C. Wyckoff	Presb ...	3	2	44	0	44	40	5	6	....	....	....	....
353	Tallman Seminary	Paterson, N. J., (York ave.)	.....	.....	Mrs. G. C. Tallman, jr	Non-sect.	0	5	57	0	57	....	....	....	....	....	....	....
354	Vineland Institute	Vineland, N. J	0	1876	E. K. and L. K. Gray	.....	2	5	19	7	12	19	....	12	....	....	....	....
355	Albany Female Academy*	Albany, N. Y	1821	1814	Miss Louisa Ostrom	.....	1	9	233	....	233	233	60	....	....	....	....	....
356	English, French, and Classical Institute.	Albany, N. Y., (133 North Pearl st.)	0	1876	Lucy A. Plympton	Non-sect.	2	5	40	....	40	40	6	35	....	....	....	....
357	St. Mary's School for Girls	Albany, N. Y	1871	1840	Sister Mary	R. C.	1	8	150	0	150	150	....	15	....	....	....	....
358	St. Elizabeth's Academy*	Allegany, N. Y	.....	1860	Rev. Mother Veronica	R. C.	..	4	60	....	60	....	....	....	....	....	....	....
359	Young Ladies' Institute	Auburn, N. Y	0	1855	Mortimer L. Browne	Non-sect.	3	4	95	0	95	95	25	29	....	....	....	....
360	Chênevière Institute	Brooklyn, N. Y., (19 Elm place.)	.....	1865	Emeline Longchamp and Mary W. Mead.	Non-sect	2	6	35	....	35	35	35	35	....	....	....	....

361	Female Institution of the Visitation.	Brooklyn, N. Y	1863	1855	Sisters of the Visitation	R. C	0	14	120		120									
362	German, English, and French Institute.	Brooklyn, N. Y., (360 State st.)		1872	Miss Emily Christiansen			7	65	25	40	65		65						
363	Ontario Female Seminary	Canandaigua, N. Y	1825	1825	Benjamin Richards, A. M	Non-sect	3	4	60		60	60		20						
364	Clifton Springs Seminary	Clifton Springs, N. Y	1868	1868	Clara E. Hahn	P. E		5	30		30	30	3	10				1		
365	Ladies' School	Clifton Springs, N. Y		1876	Dr. George Loomis		2	5	61		61									
366	Cottage Seminary	Clinton, N. Y	0	1861	Anne Chipman	Non-sect		4	73		73	73	24	8						
367	Dwight's Home School for Girls	Clinton, N. Y		1873	Rev. Benj. W. Dwight, Ph. D., LL. D.	Presb	1	3	12		12	12	12	10						
368	Houghton Seminary	Clinton, N. Y	1854	1861	John C. Gallup, A. M., M. D.	Non-sect.	4	7	103		103	103	48	27						
369	Boarding and Day School on the Hudson.	Dobbs Ferry, N. Y		1870	Miss E. Elizabeth Dana	Non-sect.	1	6	38	3	35	38	13	27						
370	S. S. Seward Institute	Florida, N. Y	1847	1846	Mrs. G. W. Seward	Non-sect		4	40		40	40	5	10						
371	Macgregor Hall*	Flushing, N. Y	1874	1866	Miss Margaret Macgregor	Cong	2	4	60		60							1		
372	St. Joseph's Academy	Flushing, N. Y	1861	1855	Mother Teresa	R. C	2	10	100		100	100								
373	St. Joseph's Academy	Fordham, N. Y	1863	1869	Madame Victorine Boucher	R. C		4	20		20	20		11						
374	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		
375	Hudson Young Ladies' Seminary	Hudson, N. Y	0	1848	Elizabeth and Sophie C. Peake.	P. E	1	4	30	0	30		4	25	0	0	0	0		
376	The Misses Skinner's School for Young Ladies.	Hudson, N. Y		1867	Miss Sarah R. Skinner			4	62		62		21	4						
377	Miss Devereux's School for Young Ladies and Children.	Irvington, N. Y		1874	Miss Marian S. Devereux	Non-sect		2	29	7	22	27	3	20						
378	Union Hall Seminary*	Jamaica, L. I., N. Y			Mrs. James A. Fleury	Reform'd		4	50		50	50	20	10						
379	St. Paul's School	Lewisboro', N. Y		1871	Rev. R. Bolton, A. M	P. E	1	2	17		17	17	2	6						
380	Jackson Institute*	Morrisania, N. Y., (256 East 123d st.)		1870	Mrs. F. J. Jackson	Non-sect		5	60		60		20	50						
381	Gormly Seminary	Newburgh, N. Y., (48 Dubois st.)	0	1875	Miss J. S. Lourie and Miss M. G. Findley.	Non-sect.	1	4	34		34	30		1						
382	Boarding and Day School for Young Ladies.*	New York, N. Y., (7 East 42d st.)	0	1870	Mrs. J. T. Benedict	Non-sect	8	13	140		140	140	20	120						
383	English, French, and German Boarding and Day School.	New York, N. Y., (13 East 31st st.)		1869	Mrs. Frederick Jonson and Miss Agnes L. Jones.	Non-sect	8	8	100		100		25	90						
384	French Protestant Institution	New York, N. Y., (36 East 35th st.)		1871	Mlles. F. and M. Charbonnier.		4	12	53		53	53		53						
385	Institute for Young Ladies	New York, N. Y., (25 West 46th st.)	0	1867	Mlle. M. Tardivel du Saret	Non-sect.	16	10	108	8	100	108	30	108	0	0	0	0		
386	Lespinasse Fort Washington Institute.*	New York, N. Y., (175th st.)		1870	Mrs. N. A. Lespinasse	Non-sect.	4	3	30		30	30		30						
387	Mrs. Froehlich's School	New York, N. Y., (28 East 50th st.)		1867	Mrs. B. Froehlich	Non-sect	5	20	150	16	134	150		150						
388	Notre Dame Institute	New York, N. Y., (218 East 4th st.)			Sister M. Pacifica	R. C		14	15		15									
389	St. John's School	New York, N. Y., (21 West 33d st.)		1873	Rev. Theodore Irving, LL. D	P. E	3	8	89	19	70	89		89						
390	St. Mary's School	New York, N. Y., (8 East 46th st.)		1868	Sister Agnes, superior	P. E			115		115									
391	School for Girls	New York, N. Y., (9 West 39th st.)		1872	Miss Anna C. Brackett			8	84		84				1		3			

*From Report of the Commissioner of Education for 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
392	School for Young Ladies	New York, N. Y., (24 E. 22d st.)	.....	1848	Miss Ann A. Ballow	.....	8	11	90	....	90	....	....	....	....	....	....	....
393	The Misses Marshall's School	New York, N. Y., (250 W. 38th st.)	.....	.....	Susanna C. and Caroline S. Marshall.	Friends	....	3	35	....	35	....	....	....	....	....	....	....
394	Sisterhood of Gray Nuns*	Ogdensburg, N. Y	1871	1863	Sister L. Duguay	R. C	....	6	60	....	60	60	....	35	....	....	....	....
395	Villa de Sales Academy of the Visitation.	Parkville, N. Y	1869	1864	Mother Mary Ambrose Connell.	R. C	....	12	35	....	35	35	....	....	....	....	....	....
396	Miss Germond's School	Peekskill, N. Y	.....	1875	Miss Phebe R. Germond	Meth	....	5	30	....	30	30	....	8	....	....	....	....
397	St. Gabriel's School	Peekskill, N. Y	.....	1872	Sister Dolores	P. E	2	6	30	....	30	30	24	30	....	....	....	....
398	Brooks Seminary for Young Ladies	Poughkeepsie, N. Y	.....	1871	Mrs. M. B. J. White	Non-sect.	2	10	57	....	57	....	....	....	....	....	....	....
399	Female Academy of the Sacred Heart.	Rochester, N. Y	1849	1800	Ellen White	R. C	2	16	100	....	100	100	2	85	....	....	....	....
400	Livingston Park Seminary	Rochester, N. Y	.....	1856	Mrs. C. M. Curtis	P. E	1	5	47	0	47	47	10	22	....	....	....	....
401	Nazareth Academy	Rochester, N. Y	.....	1872	Madam Stanislaus	R. C	....	8	90	....	90	90	20	25	....	....	....	....
402	Rochester Female Academy	Rochester, N. Y, (68 S. Fitzhugh street.)	1836	1835	Mrs. Sarah J. Nichols	Non-sect.	....	7	87	0	87	69	10	8	....	....	....	....
403	Boarding and Day School for Young Ladies.	Rye, N. Y	.....	1867	Miss Caroline Wilson	P. E	....	3	20	....	20	15	5	4	....	....	....	....
404	Rye Seminary	Rye, N. Y	.....	1869	Mrs. S. J. Life	Presb	2	8	81	....	81	81	....	36	....	....	....	....
405	Temple Grove Seminary	Saratoga Springs, N. Y	1869	1856	Rev. Charles F. Dowd, A. M.	Non-sect.	2	8	95	....	95	....	....	....	....	....	....	....
406	Miss Bulkley's School	Tarrytown, N. Y	.....	1859	Misses H. L. Bulkley and E. C. Plumley.	.....	3	4	40	....	40	40	10	30	....	....	....	....
407	Troy Female Seminary	Troy, N. Y	1837	1814	Emily T. Wilcox	Non-sect.	1	4	100	0	100	100	30	20	0	0	1	....

408	Howland School	Union Springs, N. Y		1862	Henry Hartshorne, A. M., M. D., president.	Friends	3	9	76	..	76	....	....	....	0	0	0	0
409	Utica Female Academy*	Utica, N. Y	....	....	Mrs. Julia C. G. Piatt	Non-sect.	3	10	101	0	101	75	25	101	....	....	....	....
410	White Plains Seminary*	White Plains, N. Y	....	1871	Miss M. Beardsley	....	....	4	42	12	30	38	6	4	....	....	....	....
411	Locust Hill Seminary*	Yonkers, N. Y	....	1874	Emily A. Rice	Non-sect.	2	5	50	..	50	..	20	50	....	....	....	....
412	Ravenscroft School*	Asheville, N. C	0	1873	Fannie Buxton	P. E	....	2	21	9	12	13	6	2	0	0	0	0
413	Cary Female Seminary	Cary, N. C	1870	1870	Rev. Jesse H. Page	Non-sect.	1	2	42	12	30	36	6	....	....	....	....	....
414	Charlotte Institute for Young Ladies.*	Charlotte, N. C	....	....	S. Taylor Martin	Presb	3	4	110	0	110	110	8	9	....	....	....	....
415	Scotia Seminary	Concord, N. C	1870	1870	Luke Dorland, A. M., superintendent.	Presb	....	4	106	..	106	106	....	..	....	....	....	....
416	Mt. Pleasant Female Seminary	Mt. Pleasant, N. C	1870	1858	L. H. Rothrock	Luth	1	2	43	7	36	43	11	0	0	0	0	0
417	Peace Institute	Raleigh, N. C	1857	1872	Rev. R. Burwell and John B. Burwell, A. M.	Presb	4	6	100	..	100	100	28	40	....	....	....	....
418	Literary Institute of the Sisters of Notre Dame.	Cincinnati, Ohio, (E. 6th st.)	1843	1841	Sister Louise, superioress	R. C	....	14	200	..	200	....	....	....	....	....	....	....
419	Mt. St. Vincent's Academy, Cedar Grove.	Cincinnati, Ohio	....	....	Mother Regina Mattingly	R. C	....	30	80	..	80	67	13	30	....	....	....	....
420	Portsmouth Young Ladies' Seminary.	Portsmouth, Ohio	1867	1867	Rev. J. J. Page and Mrs. Page.	Non-sect.	2	5	31	..	31	....	6	4	....	....	....	....
421	Academy of the Ursulines	St. Martin's, Ohio	1847	1845	Sister M. Teresa Sherlock	R. C	....	20	100	....	100	....	....	....	....	....	....	....
422	Springfield Seminary	Springfield, Ohio	....	1874	Mrs. Ruth A. Worthington	Non-sect.	0	5	47	0	47	19	19	18	0	0	0	0
423	Steubenville Female Seminary	Steubenville, Ohio	1829	1829	Rev. A. M. Reid, Ph. D	Presb	3	12	128	....	128	128	35	25	....	....	....	....
424	Ursuline Academy	Tiffin, Ohio	....	1863	Sister Ignatia	R. C	....	14	600	....	600	....	....	....	....	....	....	....
425	Putnam Seminary	Zanesville, Ohio	1834	1836	Mrs. J. B. Ackley	Presb	1	6	70	....	70	....	....	....	....	....	....	....
426	Notre Dame Academy	Baker City, Oreg	1875	1875	Sister Mary Perpetua	R. C	....	4	50	....	50	50	....	....	6	3	....	....
427	St. Mary's Academy	Portland, Oreg	....	1859	Sister Mary, superioress	R. C	....	12	180	....	180	....	....	....	....	....	....	....
428	School for Girls	Allegheny City, Pa	....	1872	Miss Mary Maitland	.....	1	4	36	2	34	36	12	12	....	....	....	....
429	St. Xavier's Academy	Beatty's Post-Office, Pa	0	1847	Sister M. Lignori McCaffrey	R. C	0	20	70	....	70	70	0	30	....	....	....	....
430	Linden Female Seminary	Doylestown, Pa	1872	1872	Henry H. Hough and L. C. Sheip.	Non-sect	2	3	66	....	66	66	20	6	....	....	....	....
431	Ercildoun Seminary for Young Ladies.	Ercildoun, Pa	....	1854	Richard Darlington, jr	Friends	1	3	50	0	50	50	13	8	....	....	....	....
432	St. Benedict's Academy	Erie, Pa	.....	1854	M. Scholastica Burkhard, O. S. B.	R. C	....	15	70	....	70	40	30	60	....	....	....	....
433	School for Young Ladies*	Germantown, (Philadelphia,) Pa., (103 Harvey st.)	.....	1869	Miss Julia A. Wilson	R. C	....	2	26	5	21	23	4	17	....	....	....	....
434	Hollidaysburg Seminary	Hollidaysburg, Pa	1866	1866	Rev. Joseph Waugh, A. M	Non-sect.	2	6	100	....	100	100	10	20	....	....	....	....
435	Eaton Female Institute*	Kennett Square, Pa	....	1843	Evan T. Swayne	Friends	2	2	30	10	20	20	5	5	....	....	....	....
436	Linden Hall Seminary	Lititz, Pa	1863	1794	Rev. H. A. Brickenstein	Mor av'n	2	10	91	..	91	91	8	19	....	....	....	....
437	Muncy Seminary	Muncy, Pa	1848	1849	Miss Julia Ross	P. E	....	1	3	21	1	20	20	3	3	....	....	3
438	Aldine English and Classical Institute.	Philadelphia, Pa., (1210 Spruce st.)	.....	1869	Annie C. Webb and L. S. Scott.	.....	3	8	50	....	50	50	10	40	....	....	....	5
439	East Walnut Street Female Seminary.*	Philadelphia, Pa, (1221 Walnut st.)	.....	1867	Rev. W. W. Latta, Mrs. Kutz, and Miss Latta.	.....	4	5	47	..	47	30	17	40	....	....	....	....
440	French and English Academy	Philadelphia, Pa., (26 S. 21st st.)	.....	1875	Rev. C. Miel	P. E	2	4	36	..	36	..	36	....	....	....	....	....
441	Friends' Select School for Girls	Philadelphia, Pa	.....	.....	Margaret Lightfoot	Friends	....	1	40	....	40	....	....	....	....	....	....	....
442	Logan Square Seminary for Young Ladies.	Philadelphia, Pa., (1809 Vine st.)	.....	.....	Misses S. A. Scull and J. Pindell.	.....	....	....	....	....	....	....	....	....	....	....	....	....

*From Report of the Commissioner of Education for 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
443	Miss Anable's School for Young Ladies.	Philadelphia, Pa., (1350 Pine street.)	0	1848	Miss Anna M. Anable	Non-sect.	5	10	70	....	70	70	20	70	....	..	....	....
444	Miss Laird's Seminary for Young Ladies.	Philadelphia, Pa., (323 N. 7th st.)	.....	1868	Miss Martha Laird	Luth.	1	5	30	3	27	30	10	....	....	..	....	....
445	Mt. Vernon Seminary and Kindergarten.*	Philadelphia, Pa., (612 N. 13th st.)	0	1869	Mrs. E. K. Mulford and Miss A. M. Kennard.	Non-sect.	2	6	35	....	35	....	5	12	....	..	....	....
446	Philadelphia Seminary	Philadelphia, Pa., (719 Brown street.)	.....	1871	Rebecca E. Judkins	.....	2	8	59	1	58	59	9	50	....	..	....	....
447	School for Young Ladies	Philadelphia, Pa., (1733 Filbert st.)	.....	1868	Annie and Sarah Cooper	Non-sect	1	6	55	....	55	55	5	11	....	..	..	....
448	School for Young Ladies	Philadelphia, Pa., (1409 Locust st.)	.....	1852	Anne V. Buffum	Non-sect.	1	8	43	....	43	43	....	42	....	....	....	....
449	Select Private School*	Philadelphia, Pa., (2214 Mt. Vernon st.)	.....	1872	Miss F. Creighton	Non-sect.	....	....	....	....	....	....	....	....	....	....	....	....
450	Supplee Institute for Young Ladies.	Philadelphia, Pa., (1713 Spruce st.)	.....	1855	Rev. E. H. Supplee, A. M.	.....	1	5	40	....	40	40	30	39	....	....	....	....
451	Washington Institute for Young Ladies.	Philadelphia, Pa., (601 N. 18th st.)	.....	1869	Miss Mary E. Clarke	Non-sect.	2	3	40	0	40	..	....	....	....	..	....	....
452	West Chestnut Street Institute	Philadelphia, Pa., (4035 Chestnut st.)	.....	1873	Mrs. J. A. Bogardus	Non-sect.	1	6	70	....	70	..	..	....	....	....	....	....
453	West Penn Square School	Philadelphia, Pa., (1834 Spruce st.)	.....	1865	Agnes Irwin	.....	3	8	60	....	60	22	38	59	....	....	....	....
454	The Bishop Bowman Institute*	Pittsburg, Pa	1866	1862	Rev. R. J. Coster, A. M	P. E.	1	5	105	....	105	42	35	28	....	....	....	....

455	Cottage Seminary for Young Ladies.	Pottstown, Pa	.....	1850	George G. Butler, A. M	Non-sect.	1	5	52	....	52	52	10	15	0	0	0	0
456	Bishopthorpe School for Girls*	South Bethlehem, Pa	1875	1868	Miss Fanny I. Walsh	P. E	..	5	27	....	27	..	..	..	..	..	..	..
457	Eildon Seminary *a*	Shoemakertown, Pa	.....	1862	Miss Rachel S. Carr	Non-sect.	0	6	34	....	34	34	0	25	0	0	0	0
458	Family and Day School for Girls	Newport, R. I	.....	1874	Mrs. John H. Gilliat	.....	1	3	21	6	15	21	13	21	....	....	....	....
459	Academy of the Sacred Heart	Providence, (Elmhurst,) R. I.	1873	1873	Catherine Grasser, S. C. J.	R. C	0	7	30	0	30	30	0	30	0	0	....	....
460	English, French, and German Boarding and Day School.	Providence, R. I., (261 Benefit st.)	.....	1864	Mrs. N. W. De Munn	Cong	5	6	....	....	....	....	....	....	....	....	....	....
461	St. Mary's Seminary	Providence, (Bayview, box 866,) R. I.	1875	1852	Sister Mary Cecilia	R. C	2	4	42	0	42	38	6	18	0	0	0	0
462	Lexington Female High School *b*	Lexington C. H., S. C	.....	1875	Mrs. S. M. Abney	Non-sect.	1	2	46	....	46	46	30	6	30	....	....	....
463	Limestone Springs Female High School.	Limestone Springs, S. C	1876	1874	Charles Petty, A. M	Non-sect.	2	2	54	6	48	48	8	....	3	3	....	....
464	Reidville Female College	Reidville, S. C	1858	1857	Robert P. Smith	Presb	1	3	40	....	40	..	..	....	30	....	....	....
465	Yorkville Female Institute	Yorkville, S. C	....	.....	William R. Jones, A. M	.....	1	2	42	....	42	27	15	....	10	0	3	0
466	Clarksville Female Academy	Clarksville, Tenn	1859	1860	Rev. J. R. Plummer	M. E. So	1	7	140	0	140	100	40	16	....	....	....	....
467	Tipton Female Seminary	Covington, Tenn	1852	1854	George D. Holmes	Non-sect	1	2	75	15	60	75	15	....	....	....	....	....
468	Edgefield Female Seminary	Edgefield, Tenn	.....	1867	Mrs. Henri Weber	Non-sect	2	3	41	0	41	41	15	10	....	....	....	....
469	Greenwood Seminary	Near Lebanon, Tenn	1851	1851	Mrs. N. Lawrence Lindsley	Non-sect.	....	3	20	....	20	20	3	15	....	....	....	....
470	Lebanon Female College	Lebanon, Tenn	.....	.....	Rev. J. M. Phillips, A. M	Baptist	2	4	90	10	80	90	10	5	....	....	....	....
471	St. Mary's School	Memphis, Tenn., (353 Poplar st.)	.....	1873	Sister Constance	P. E	3	7	95	....	95	95	30	50	....	....	....	....
472	Fairmount*	Moffat, Tenn	.....	1873	Mrs. M. L. Yerger and Mrs. H. B. Kells.	P. E	1	6	45	....	45	....	....	....	....	....	....	....
473	Morristown Female High School	Morristown, Tenn	1855	1867	Rev. T. P. Summers, A. M., and R. A. Lowry.	M. E. So	3	1	70	....	70	....	....	....	....	....	....	....
474	Branner Female Institute	Mossy Creek, Tenn	.....	1876	Herbert P. Meyers, A. M	Non-sect.	3	2	45	....	45	45	....	5	....	....	....	....
475	Paris Female Seminary	Paris, Tenn	1856	1856	William Shelton, jr	Non-sect.	1	3	80	....	80	80	6	10	0	0	10	0
476	Shelbyville Collegiate Institute	Shelbyville, Tenn	1851	1851	Rev. T. D. Wardlaw, M. D., D. D.	Non-sect.	2	5	100	0	100	100	15	17	....	....	....	....
477	German-American Ladies' College	Austin, Tex	1874	1871	Misses Natalie von Schenck and Alice Nohl.	Non-sect	0	6	50	0	50	50	3	50	....	....	....	....
478	Live Oak Female Seminary	Near Brenham, Tex	0	1853	Rev. J. W. Miller, D. D	Presb	1	3	50	0	50	40	10	0	2	2	1	....
479	Clark Seminary for Young Ladies.	Houston, Tex	.....	1871	Rev. Horace Clark, LL. D	Non-sect.	2	2	38	8	30	38	6	....	....	....	....	....
480	Ursuline Convent*	San Antonio, Tex	.....	1851	Sister Magdalen, superior	R. C	.....	12	120	....	120	120	....	50	....	....	....	....
481	St. Agnes Hall	Bellows Falls, Vt	.....	1868	Miss Jane Hapgood	P. E	....	4	17	....	17	17	9	7	....	....	....	....
482	Burlington Young Ladies' School	Burlington, Vt	.....	1872	Louis Pollens	.....	2	2	27	....	27	7	5	30	....	....	....	....
483	Montebello Ladies' Institute	Newbury, Vt	.....	1873	Miss Mary E. Tenney	Non-sect.	....	5	53	13	40	39	10	11	2	....	....	....
484	Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt	.....	1869	Sister Ursula	R. C	....	7	260	....	260	260	....	170	....	....	....	....
485	Academy of the Visitation*	Abingdon, Va	1867	1867	Sister Placida Fitzgerald	R. C	....	8	38	....	38	....	....	....	20	....	....	....
486	Sullins Female College	Bristol, Va	1870	1869	Rev. David Sullins, A. M., D. D.	Meth	4	4	169	....	169	169	20	10	....	....	....	....
487	Piedmont Female Institute	Charlottesville, Va	.....	1853	Mrs. R. K. Meade	P. E	1	5	55	....	55	55	19	22	....	....	....	....
488	Culpeper Female Institute	Culpeper, Va	.....	1868	William R. Vaughan, M. D	Baptist	2	5	39	..	39	39	12	10	....	....	....	....
489	White Rock Female High School	Near Fork Union, Va	.....	1868	George H. Snead, M. D	Baptist	1	2	18	5	13	18	13	10	....	....	....	....
490	Ann Smith Academy*	Lexington, Va	1808	.....	Rev. James A. Waddell	.....	1	2	27	....	27	27	5	11	....	....	....	....
491	Academy of the Visitation, Monte Maria.	Richmond, Va., (Grace st. bet. 22d and 23d.)	.....	1866	Sister M. Justina Prevost	R. C	....	10	70	....	70	70	....	20	....	....	....	....

* From Report of the Commissioner of Education for 1875.

a School to be closed permanently in May, 1877.

b School now closed.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
492	Landon Female School	Stevensville, Va	.....	1865	Rev. R. H. Land	Baptist	1	2	10	....	10	10	2	3	1	....	....	....
493	Suffolk Female Institute	Suffolk, Va	.....	1869	Misses Finney	Meth	..	4	65	....	65	....	15	10	....	....	....	....
494	Yelverton Home School for Young Ladies and Children.	The Plains, Va	.....	1873	Miss Annie L. Peyton	P. E	1	3	14	4	10	14	6	11	0	0	0	0
495	Fairfax Hall	Winchester, Va	.....	1869	Rev. Silas Billings, A. M	Presb	2	11	107	....	107	69	38	34	....	....	....	....
496	Morgantown Female Seminary	Morgantown, W. Va	1870	1869	Mrs. J. R. Moore	Non-sect.	....	4	56	....	56	51	....	....	....	....	....	....
497	Academy of the Visitation*	Mt. de Chantal, near Wheeling, W. Va.	1848	1848	Sister M. Baptista Linton	R. C	....	....	....	....	....	....	....	....	....	....	....	....
498	Seguin Classical, Commercial, and Musical Institute.	Wheeling, W. Va., (51 17th st.)	.....	1868	Miss Pauline H. Seguin	Non-sect.	1	3	50	....	50	50	4	10	....	....	....	....
499	Lake Geneva Seminary	Geneva, Wis	1871	1869	Mrs. Julia A. Warner	Non-sect.	2	6	66	0	66	59	15	5	....	....	....	....
500	St. Mary's Day School	Milwaukee, Wis	1869	1850	Sister Mary Ernesta	R. C	2	20	333	0	333	280	24	250	....	....	....	....
501	St. Mary's Institute	Milwaukee, Wis	1869	1850	Sister M. F. Seraphica	R. C	2	18	130	0	130	120	25	100	....	....	....	....
502	Lakeside Seminary	Oconomowoc, Wis	1855	1856	Grace P. Jones	P. E	1	4	35	0	35	35	10	8	0	0	0	0
503	St. Mary's Institute	Prairie du Chien, Wis	0	1872	Sister M. Patritia	R. C	....	16	240	....	240	240	....	198	....	....	....	....
504	St. Catharine's Academy	Racine, Wis	1874	1869	Sister M. Hyacintha, O. S. D.	R. C	....	7	70	....	70	45	7	40	....	....	....	....
505	Academy of the Visitation*	Georgetown, D. C., (cor. 3d and Fayette sts.)	.....	1799	Mother Angela Harrison	R. C	..	40	200	....	200	180	8	200	....	....	....	....
506	Georgetown Collegiate Institute	Georgetown, D. C., (46 1st st.)	.....	1872	Miss Lucy Stephenson	.....	3	5	60	...	60	60	14	5	....	....	....	....
507	Georgetown Female Seminary	Georgetown, D. C., (81 Stoddard st.)	.....	1868	Miss S. A. Lipscomb	.....	2	5	....	....	....	....	....	....	....	....	....	....

508	Young Ladies' Seminary	Georgetown, D. C., (37 Market st.)		1865	Mrs. H. A. Wheeler	Non-sect.													
509	Academy of the Sacred Heart of Mary.*	Washington, D. C		1870	Dominican Sisters	R. C			100		100								
510	Academy of the Visitation	Washington, D. C., (cor. 10th and G sts.)		1850	Mother Mary de Sales O'Hare	R. C		15	100		100	100		25					
511	Capitol Hill Female Seminary*	Washington, D. C., (217 A st. s. e.)		1874	Mrs. Louise E. Deane	Non-sect.	2	3	48	4	44	44	13	18					
512	English and French Boarding and Day School.	Washington, D. C., (1700 L st.)		1875	Alfred Bujac	Non-sect.	1	1	16		16	16	0	16	0	0	0		
513	English and French School for Young Ladies.	Washington, D. C., (121 Maryland ave. n. e.)		1872	Miss S. L. Jones	Non-sect.	1	4	30		30								
514	English, French, and Classical Institute.	Washington, D. C., (915 New York ave.)		1868	Mrs. Angelo Jackson	Presb	1	3	25		25	24	12	16					
515	Incarnation Church School	Washington, D. C., (1115 M st.)		1869	Miss E. H. Macleod	P. E		3	48	6	42	48	4	16					
516	Mt. Vernon Institute*	Washington, D. C., (1530 I st.)		1872	Mrs. C. W. Pairo	Non-sect.	3	5	49		49	49	5	49					
517	Mt. Vernon Seminary	Washington, D. C., (204 F st.)		1875	Mrs. J. Eddy Somers	Non-sect.	3	5	51	1	50	29	19	16					
518	Park Seminary	Washington, D. C., (506 5th st.)		1868	Mrs. G. M. Condron and Miss A. Tolman Smith.		1	4	50	0	50		4	8					
519	Pinkney Institute*	Washington, D. C., (1403 New York ave)		1865	Misses Maggie and Alice Burgess.	Non-sect.	1	3	27		27	27		24					
520	Rosslyn Seminary	Washington, D. C., (1538 I st.)		1867	Miss B. Ross	Non-sect.	1	4	44		44	44	7	22					1
521	St. Cecilia's Academy	Washington, D. C., (601 East Capitol st.)		1869	Sister Mary Ambrose	R. C		5	100		100	100	20						
522	School for Young Ladies*	Washington, D. C., (New York ave. near 13th st.)		1841	Mrs. C. B. Burr	Non-sect.	1	4	40		40	40		40					
523	School for Young Ladies and Children. *	Washington, D. C., (908 12th st.)		1863	Miss Mary Kerr	Non-sect.	1	4	40		40	40	3	8					
524	Washington Female Seminary	Washington, D. C., (1023 12th st.)	0	1873	Mrs. Z. D. Butcher and Miss M. C. Douglas.	Non-sect.	1	7	65		65	65	6	6					
525	West End Seminary	Washington, D. C., (1915 H st.)		1874	Miss Faust			4	35		35	35	2	3					
526	Young Ladies' Boarding and Day School.	Washington, D. C., (943 M st.)		1870	Miss Laura L. Osborne		5	7	50		50	50	8	12					
527	Young Ladies' Seminary*	Washington, D. C., (1336 I st.)		1856	Miss M. J. Harrover	Non-sect.		1	10		10	10							
528	Muskogee Institute	Eufaula, Creek Nation, Ind. T.	1874	1874	J. M. Perryman, sup't	Non-sect.	1	2	45	5	40	45	6				1		
529	Cherokee Female Seminary*	Near Tahlequah, Ind. T.		1856	Rev. T. M. Rights, sup't	Non-sect.	1	3	90		90	90							
530	Academy of Our Lady of Light	Santa Fé, N. Mex	1874	1852	Mother Magdalen Hayden	R. C		10	215		215								
531	St. Paul's School	Walla Walla, W. T	0	1871	Rev. L. H. Wells	P. E	1	4	55	0	55								
	PART III.—*Schools for boys and girls.*																		
532	Andrews Institute	Andrews Institute, Ala	a1876	1874	Rev. John T. Blakemore, A.B	M. E	1	1	136	94	42	124	12		10	2			
533	Greene Springs School	Greene Springs, Ala	0	1847	H. Tutwiler, LL. D	Non-sect.	2	1	33	28	5		29	6					

* From Report of the Commissioner of Education for 1875. a New charter conferring collegiate powers.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
534	Burrell School	Selma, Ala	0	1868	Edwin C. Silsby	Non-sect.	1	6	261	117	144	261	....	....	0	0	....	0
535	Germania Institute	Talladega, Ala	.....	1875	James Barker	Non-sect.	2	1	60	35	25	60	8	14	6	1	3	1
536	Bentonville Institute*	Bentonville, Ark	....	1872	John T. McGill	.....	2	...	100	55	45	80	20	....	10	5	3	....
537	Evening Shade College	Evening Shade, Ark	1872	1874	John W. Shaver	Non-sect.	....	....	....	....	....	....	....	....	....	....	....	....
538	Greenwood Male and Female Institute.	Greenwood, Ark	.....	1875	Jno. P. Leake	.....	1	1	93	61	32	74	19	....	....	....	....	....
539	Searcy District High School	Searcy, Ark	1874	1873	John W. Jones, A. M.	Meth.	2	2	120	64	56	98	12	....	....	....	....	....
540	Batavia Select School*	Batavia, Cal	.....	1869	E. J. Rogers	.....	1	1	24	14	10	24	8	24	....	....	....	2
541	Gilroy Seminary	Gilroy, Cal	0	1868	Miss Sarah M. Severance	Non-sect.	....	3	64	19	45	59	3	2	2	0	2	0
542	Napa Collegiate Institute	Napa City, Cal	1870	1862	Rev. Lowell L. Rogers, A.M.	Meth.	4	3	198	123	75	136	52	10	10	18	3	5
543	Placerville Academy	Placerville, Cal	0	1861	E. B. Conklin, A. M	Non-sect.	3	4	114	50	64	100	10	5	5	4	2	0
544	Goethe's German School	Sacramento, Cal., (12th and K sts.)	.....	1867	Henry J. Goethe	.....	1	1	110	64	46	....	....	....	....	....	....	....
545	Howe's High School and Normal Institute.*	Sacramento, Cal., (6th st., between J and K.)	.....	1873	Edward P. Howe	.....	3	3	200	75	125	200	10	....	1	....	....	....
546	Sacramento Home School	Sacramento, Cal., (H st., between 13th and 14th sts.)	0	1870	Mrs. F. M. Ross	.....	....	2	25	10	15	25	....	....	0	0	0	0
547	Sacramento Select School	Sacramento, Cal., (L st. near 6th.)	.....	1870	Mrs. A. C. Curtis	.....	....	1	72	35	37	72	....	....	....	....	....	....
548	Sacramento Young Ladies' Seminary.	Sacramento, Cal., (corner 6th and L sts.)	1862	1862	William S. Hunt, A. M	.....	1	3	75	40	35	75	3	3	0	0	0	0

549	University (City) College	San Francisco, Cal., (Haight street.)		1859	Rev. James Matthews, D. D.	Presb													
550	Home School for Girls	Bethlehem, Conn		1875	Fred. S. Curtis, Ph. D	Prot	1	1	12	7	5								
551	Golden Hill Institute and Family Boarding School.	Bridgeport, Conn	0	1850	Rev. G. B. Day, A. M	Cong	2	2	43	25	18	35	26	18	13	5	4	1	
552	Morgan School	Clinton, Conn	1870	1872	E. C. Winslow, M. A	Non-sect	2	7	217	103	114	215	2	0	2	0	4	0	
553	Bacon Academy	Colchester, Conn	1800	1803	George H. Tracy, A. M	Non-sect	1	0	33	16	17	19	14	0	11	2	1	0	
554	Durham Academy	Durham, Conn	1838	1842	Philo Mosher, A. B	Non-sect	1	2	65	34	31	55	10		2	0	0	0	
555	Glastonbury Academy	Glastonbury, Conn	1870	1870	Millard M. Parker	Non-sect	1	1	182	94	88	80	85	17	15				
556	Goshen Academy	Goshen, Conn	1823	1823	John C. Lester	Non-sect	1		18	8	10	10	8	3	0	0	0	0	
557	Greenwich Academy	Greenwich, Conn	1827	1827	Frank Shepard, A. M	Non-sect	4	1	50	35	15	45	21	8	10	3			
558	Brainard Academy	Haddam, Conn	1839	1839	Mrs. Mary J. H. Chapman	Cong		1	30	15	15	30	3		3	8			
559	Kent Cottage Seminary	Kent, Conn		1870	L. B. Magie	Cong		3	30	20	10	30	6	4	3				
560	Rocky Dell Institute*	Lime Rock, Conn		1864	J. H. Hurlburt		1		31	16	15	27	4		3				
561	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn		1868	John K. Bucklyn, A. M	Non-sect	1	1	60	47	13	27	27	6	4	2	1		
562	New Britain Seminary	New Britain, Conn		1870	David N. Camp, A. M		2	3	55	30	25	50	4	5	2	4			
563	Waramang Academy	New Preston, Conn	0	1853	Gould C. Whittlesey	Cong	1		31	15	16	31	2	5	0	0			
564	Fitch's Home School for Young Ladies and Boys.	Noroton, Conn	1864	1864	Miss M. J. Davis	Non-sect		3	47	22	25								
565	Seabury Institute	Old Saybrook, Conn		1865	Rev. P. L. Shepard, A. M	P. E	4	3	65	43	22	65	12	5	3	3	2		
566	English and Classical School	Stratford, Conn	0	1847	Frederick Sedgwick, A. M	Cong	1	1	22	14	8	22	14	0	6	0	0	0	
567	Green's Farms Academy*	Westport, Conn		1868	Robert Forsyth, A. M	Cong	1		40	20	20	40	8		2				
568	Wilton Academy	Wilton, Conn		1817	Edward Olmstead	Cong	1		25	15	10		15		6				
569	Winchester Institute	Winchester, Conn		1859	James Cowles	Cong	1	0	12	6	6	8	4		2	0	0	0	
570	Parker Academy	Woodbury, Conn		1867	W. V. Rood		1	1	31	18	13	26	5		1				
571	Wilmington Conference Academy	Dover, Del	1873	1873	Rev. J. M. Williams, A. M	M. E	4	2	78	55	23	42	35	25	15	12	7		
572	Felton Seminary	Felton, Del	1867	1868	Henry Collins, A. M	Non-sect	4	4	121	63	58	103	10	8	8	3	0	0	
573	Georgetown Academy	Georgetown, Del	1812	1812	Alfred E. Best, A. B	Non-sect	1		27	17	10	27	4	1	2	1	0	0	
574	Laurel Classical and Commercial Academy.	Laurel, Del	1867	1864	R. W. Breerwood	Non-sect	1	0	47	28	19	42	7	0	7	3	1	0	
575	Milford Seminary*	Milford, Del		1875	Rev. L. H. Parsons, A. M	Non-sect	1	2	45	25	20	35	10		6	2			
576	Smyrna Seminary	Smyrna, Del	1870	1868	W. H. Dashiell	Non-sect	1	1											
577	Taylor Academy*	Wilmington, Del	0	1857	J. K. Taylor	Non-sect	4	2	80	60	20	80	10	6					
578	Wyoming Institute of Delaware	Wyoming, Del	1869	1867	Rev. M. Heath, A. M	Baptist	1	3	97	58	39	61	13	23	2		1		
579	Cookman Institute	Jacksonville, Fla	0	1874	Rev. S. B. Darnell, B. D	M. E	2	2	66	30	36	63	3	0	3	0	0	0	
580	Masonic Academy	Milton, Fla	0	1875	Prof. B. C. Graham	Non-sect	1	2	85	75	10	75	28	3	28	0	2	0	
581	Christ Church School	Pensacola, Fla		1855	Mrs. Mary G. Scott	P. E	0	2	40	20	20	40	6	2	6				
582	West Florida Seminary	Tallahassee, Fla	1857	1857	James D. Wade and Miss B. Bythewood.	Non-sect	2	3	140	70	70		20			2			
583	Annianna Classical School	Adairsville, Ga		1865	John H. Fitten	Presb	1	1	24	18	6	7	17		11	2	4		
584	Mulberry Grove Academy	Antioch, Ga		1873	Frank R. Moseley		1		44	23	21	44	6						
585	Clark University	Atlanta, Ga		1869	J. V. Martin	M. E	3	2	119	62	57	103	16						
586	Bairdstown Academy	Bairdstown, Ga	0	1840	Charles F. Young	Non-sect	1	1	50	20	30	35	14	2	4	10	0	0	
587	Gordon Institute	Barnesville, Ga		1872	Charles E. Lambdin, A. M	Non-sect	3	3	202	103	99	159	43	30	25	0	3	0	
588	Benevolence Male and Female High School.	Benevolence, Ga			W. H. Allen		0	1	60	28	32	40	5	3					
589	Blackshear Academy	Blackshear, Ga			Rev. J. W. Quarterman*		1	1	*29	17	12	28	1		0	0	0	0	
590	Grooverville Academy	Boston, Thomas Co., Ga	0		Charles S. Rockwell	Non-sect	1	1	58	36	22	30	19	0	2	0	0	0	
591	Peach Orchard High School	Buena Vista, Ga		1873	Ida Munro	Non-sect		1	22	14	8	22	4	1	4		1	1	

* From Report of the Commissioner of Education for 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
592	Lodge Academy	Bullard's Station, Ga.	0	.....	B. S. Fitzpatrick	Non-sect.	1	0	15	10	5	15	7	0	3	0	2	0
593	Butler Female College and Male Institute.	Butler, Ga	1873	1873	James T. White	Non-sect.	3	3	98	41	57	62	34	8	....	....	2	....
594	Paris Hill Academy	Cameron, Screven Co., Ga	1852	1850	B. S. Crane	Non-sect	1	0	16	9	7	14	3	7	2	0	0	0
595	Carroll Masonic Institute	Carrollton, Ga	1872	1871	W. W. Roop	Baptist..	2	....	64	38	26	57	7	....	....	....	....	....
596	Erwin Street School	Cartersville, Ga	0	1872	Rev. L. B. Millican	Non-sect.	1	2	58	30	28	58	15	0	6	....	2	....
597	Plenitude Academy	Clinton, Ga	.....	1870	James K. Dykes	.....	1	....	25	14	11	15	5	2	5	1	1	....
598	Cochran High School	Cochran, Ga	.....	1875	D. C. Walker	.....	1	..	49	28	21	49	10	5	10	....	2	....
599	Conyers High School	Conyers, Ga	.....	.....	Rev. J. M. Brittain, A. M	Non-sect.	2	....	125	87	38	99	20	6	....	....	3	....
600	Corinth Academy	Corinth, Ga	.....	.....	Franklin J. Amis	.....	1	1	40	25	15	35	5	....	2	....	1	....
601	Crawford Academy	Crawford, Ga	.....	1870	John F. Cheney	Non-sect.	1	....	42	22	20	42	8	....	3	....	2	....
602	Danburg High School	Danburg, Ga	.....	1875	Thomas J. Beck	Baptist..	1	2	73	41	32	54	13	16	13	....	2	....
603	Cedar Grove Academy *a*	Decatur, De Kalb Co., Ga.	.....	1872	Rev. F. H. M. Henderson	M. Prot.	1	....	25	12	13	15	10	....	....	....	....	....
604	Dirt Town Academy	Dirt Town, Ga	.....	1840	A. A. Marshall, A. B	.....	1	2	100	60	40	80	20	....	10	8	....	....
605	Farmersville Academy	Dirt Town, Ga	0	1873	James A. Arnold, A. M	.....	1	1	26	14	12	24	2	0	0	0	....	....
606	Euharlee Academy	Euharlee, Ga	.....	.....	W. T. Freeman, A. M	.....	1	....	45	20	25	45	4	....	....	....	....	....
607	The Fairburn Academy	Fairburn, Ga	1876	1876	W. H. Andrews, A. M	.....	1	2	70	30	40	40	20	6	0	....	....	....
608	Flemington Institute	Flemington, Ga	1835	1815	W. W. Winn	Non-sect.	1	0	25	13	12	25	5	10	....	....	....	....
609	Franklin Institute	Franklin, Ga	.....	.....	Rev. Edward B. Barrett	Non-sect.	1	....	18	11	7	16	2	0	....	....	0	....
610	Oak Grove Academy	Garden Valley, Macon County, Ga.	0	1869	Edgar G. Greene	Non-sect.	1	....	28	15	13	28	0	0	0	0	0	0

611	Pine Grove Academy	Grooverville, Brooks County, Ga.	1871	1871	John R. Meadows	Baptist	1	....	28	16	12	21	8	4	4	4	2	3
612	Rabun Gap High School	Head of Tennessee, Ga	.....	1873	W. A. Curtis	Non-sect.	1	1	135	81	54	135	.....	.....	6	0	1	0
613	Braswell Academy	High Shoals, Morgan Co., Ga.	0	1874	John A. Saye	Non-sect.	1	0	44	23	21	40	4	0	4	0	0	0
614	Bradwell Institute	Hinesville, Ga	1872	1871	S. D. Bradwell		2	2	60	36	24	26	34	.....	.....	.....	.....	.....
615	Hogansville School	Hogansville, Ga	0	.....	J. H. Covin	Non-sect.	1	0	62	31	31	62	13	0	.....	.....	.....	.....
616	Planters' High School	Hollonville, Ga	.....	1874	John N. Brooks		1	1	61	30	31	50	11	12	8	.....	3	.....
617	Farmers' High School	Houston, Heard Co., Ga	.....	1870	Leonidas Jones	Non-sect.	1	2	80	40	40	80	20	.....	8	4	0	0
618	Martin Institute	Jefferson, Ga	1818	b1869	Prof. John W. Glenn	Non-sect.	2	2	127	76	51	88	39	6	20	14	15	25
619	Auburn Institute	Jeffersonville, Ga	.....	.....	J. A. Barclay, jr., B. A.		1	1	51	27	24	37	12	3	18	4	5	2
620	Kingston Academy	Kingston, Ga	.....	1871	Rev. James T. Lin	Meth	1	1	66	42	24	51	14	1	4	.....	1	.....
621	Meson Academy	Lexington, Ga	.....	1806	Thomas B. Moss	Non-sect.	1	1	70	30	40	60	10	0	5	0	1	0
622	Liberty Hill High School	Liberty Hill, Ga	0	1874	John W. Rudisill	Non-sect.	1	0	43	23	20	43	7	....	3	0	0	0
623	Washington Institute	Linton, Ga	.....	1858	Richard S. Baker, A. M	Baptist	1	....	35	.....	.....	30	15	.....	.....	.....	.....	.....
624	Long Cane Academy	Long Cane, Ga	0	1850	Wylie W. Arnold	Non-sect.	1	....	22	13	9	22	11	....	5	3	1	0
625	Hunter's Select School	Macon, Ga	0	1876	Benjamin T. Hunter	Non-sect.	1	1	44	32	12	42	36	.....	.....	.....	2	.....
626	Temperance Hill High School	Madison, Ga	.....	1850	W. H. Cocroft		1	0	22	10	12	15	3	0	3	5	1	1
627	Marshallville High School	Marshallville, Ga	1871	1870	J. W. Frederick	Non-sect.	1	2	46	22	24	34	12	....	10	3	4	1
628	Milner High School	Milner, Ga	0	1873	Garland Head	Non-sect.	2	....	42	24	18	39	3	0	.....	.....	.....	.....
629	Montezuma High School	Montezuma, Ga	.....	1872	M. L. Patrick		1	....	35	17	18	35	.....	.....	.....	.....	.....	.....
630	Mountville Academy	Mountville, Ga	0	1866	J. N. Carlton	Non-sect.	2	....	53	31	22	53	7	....	5	.....	.....	.....
631	Nacoochee Male and Female High School.	Nacoochee, Ga	.....	1876	J. J. Methoin	Non-sect.	1	1	67	35	32	50	17	0	17	10	2	0
632	Mercer High School*	Penfield, Ga	.....	1872	Vincent F. Sanford	Baptist	2	2	96	63	33	61	35	.....	10	.....	3	.....
633	Anthon School	Perry, Ga	.....	1868	William B. Fambrough, A. B	Non-sect.	1	....	15	8	7	15	5	.....	.....	.....	1	.....
634	Pine Log Masonic Institute	Pine Log, Ga	0	1868	Prof. Mathew Marshall	Non-sect.	2	1	60	30	30	60	2	0	2	.....	.....	.....
635	Talbot Valley Select School	Pleasant Hill, Ga	1830	1831	W. H. Woodall, A. M	Non-sect.	1	2	60	35	25	40	20	20	5	0	0	0
636	Powelton Male and Female School.	Powelton, Ga	.....	.....	S. N. Chapman	Non-sect.	1	....	27	12	15	27	.....	0	0	0	0	0
637	D. Campbell's Home School	Rutledge, Ga	.....	1876	Dudley Campbell	Non-sect.	1	1	78	44	34	78	18	0	.....	2	0	0
638	Sandersville High School	Sandersville, Ga	.....	.....	Ivy W. Duggan, A. M	Non-sect.	4	3	205	108	97	205	40	8	.....	.....	.....	.....
639	Smithville Academy	Smithville, Ga	.....	.....	Miss Jennie M. Wooten	Non-sect.	0	1	36	18	18	36	4	0	0	0	0	0
640	Spalding Seminary	Spalding, Ga., (near Montezuma.)	1872	1869	M. M. McDonald	Non-sect.	1	1	30	12	18	30	6	0	6	0	1	0
									35	25	10	22	13	0	.....	.....	2	.....
641	C. P. Beman School	Sparta, Ga	.....	1876	W. D. Seymour, A. M., rector	Non-sect.	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
642	Spring Place High School	Spring Place, Ga	.....	.....	P. L. Stanton	Non-sect.	1	....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
643	Stone Mountain Institute	Stone Mountain, Ga	.....	.....	W. G. Walker, A. B		2	.....	.....	.....	.....	.....	.....	.....	20	25	0	0
644	Summerville Academy	Summerville, Ga	0	.....	J. C. Loomis	Non-sect.	1	0	32	12	20	28	4	0	0	0	0	0
645	Sylvania Academy	Sylvania, Ga	.....	1872	T. M. Hazlehurst	Non-sect.	1	....	90	50	40	70	20	.....	1	.....	.....	.....
646	Collinsworth Institute	Talbotton, Ga	.....	1837	J. L. Dennis and P. E. Dennis, jr.	Meth	2	....	28	18	10	.....	.....	.....	.....	.....	.....	.....
647	Tazewell Academy	Tazewell, Ga	.....	.....	M. R. Graybill	Non-sect.	1	....	35	16	19	31	4	.....	2	0	0	0
648	Thomson High School	Thomson, Ga	0	1874	J. W. Ellington	Baptist	1	1	75	35	40	68	7	0	3	0	0	0
649	Toccoa Collegiate Institute	Toccoa, Ga	.....	1876	E. W. Ballenger	Meth	1	2	110	50	60	38	30	13	10	.....	.....	.....
650	Union Point High School	Union Point, Ga	0	1865	W. E. Reynolds	Non-sect.	1	2	67	34	33	48	12	0	0	0	0	0
651	Walthourville Academy	Walthourville, Ga	1823	1823	Aug. Munro McIver	Non-sect.	1	1	20	10	10	20	6	4	.....	.....	.....	.....
652	Warrenton Academy	Warrenton, Ga	.....	.....	J. T. Malone	Non-sect.	1	....	45	25	20	.....	.....	.....	5	3	2	1
653	Dawson Institute	White Plains, Ga	0	1833	J. M. Howell	Non-sect.	1	2	56	24	32	40	10	0	1	0	0	0
654	Sumach Seminary	Woodlawn, Ga	0	1876	E. I. F. Cheyne	Cum. Pre	3	....	142	102	40	140	8	0	2	6	2	.....
655	Zebulon Academy	Zebulon, Ga	.....	1826	E. A. Parker	Non-sect.	1	....	33	17	16	33	6	4	4	4	0	0

* From Report of the Commissioner of Education for 1875.

a School closed at present.

b Present organization.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
656	German Evangelical Lutheran School.	Addison, Ill	1852	1849	H. Bartling	Ev. Luth	2	....	156	88	68	95	....	156	....	2	1	1
657	Aledo Academy	Aledo, Ill	.....	1874	J. R. Wylie, B. Ph	.....	3	....	101	45	56	91	6	4	6	4	2	....
658	Jennings Seminary	Aurora, Ill	1856	1856	Rev. C. E. Mandeville, A. M.	Meth	6	2	250	150	100	180	50	20	10	13	5	....
659	Institute of the Immaculate Conception.	Belleville, Ill	.....	1860	Mary Jerome, directress	R. C	....	15	650	250	400	100	40	10	....	....	....	....
660	Bunker Hill Academy	Bunker Hill, Ill	.....	1857	N. R. Goss, A. B	Non-sect.	1	1	85	45	40	65	20	....	8	2	4	2
661	German Institute	Chicago, Ill., (181 Maxwell st.)	.....	1871	John C. Stoelke	.....	2	1	170	100	70	....	....	....	....	....	....	....
662	Rogers' Collegiate Institute	Chicago, Ill., (cor. Lake st. and St. John's place.)	.....	1871	M. L. Rogers	Cong	2	3	66	39	27	57	13	7	5	....	2	....
663	Howe Literary Institute	East St. Louis, Ill	1871	1873	Spencer F. Holt, A. M	Baptist	2	1	71	34	37	56	4	9	....	....	....	....
664	Northern Illinois College	Fulton, Ill	1866	1866	Rev. J. W. Hubbard, A. M., president.	Non-sect.	3	2	111	66	45	111	23	30	10	1	....	....
665	McDonough Normal and Scientific College.*a*	Macomb, Ill	1867	1867	Daniel Branch	Non-sect.	....	....	....	....	....	....	....	....	....	....	....	....
666	Rock River Seminary	Mt. Morris, Ill	1837	1836	Newton C. Dougherty	Meth	4	2	237	154	83	80	107	51	73	32	11	3
667	Grand Prairie Seminary and Onarga Commercial College.	Onarga, Ill	1865	1863	John T. Dickinson, A. M	M. Epis	3	4	195	128	67	....	23	....	....	....	....	....
668	Edgar Collegiate Institute	Paris, Ill	1867	1876	Josiah Hurty, A. M	Presb	2	1	90	50	40	90	30	4	20	8	....	....
669	Chaddock College	Quincy, Ill	1855	.....	Rev. E. W. Hall, A. M	M. E	6	3	100	50	50	....	....	....	....	....	....	....
670	Battle Ground Collegiate Institute	Battle Ground, Ind	1858	1857	Rev. George W. Rice, A. M	M. E	3	2	385	180	155	....	....	....	....	....	....	....
671	Friends' Bloomingdale Academy	Bloomingdale, Ind	1868	1845	Thomas Armstrong	Friends	1	1	41	27	14	39	3	3	....	....	....	....

672	Bourbon College	Bourbon, Ind		1874	W. F. Yocum, A. M., pres't.		(3)		60	25	35								
673	Barnett Academy	Charlestown, Ind		1837	Robert A. Sturgus, A. M	Presb	1	2	33	16	17	31	1	1					
674	Select School	New Albany, Ind		1869	Miss Emma L. Baldwin	Presb		1	65	26	39								
675	Northeastern Indiana Literary Institute.	Orland, Ind	0	1849	George L. Harding	Non-sect.	1	2	47	26	21	35	4	8	4		0	0	
676	Spiceland Academy	Spiceland, Ind	1870	1859	Clarkson Davis and George W. Hufford.	Friends	4	3	220	120	100		50	20					
677	Stockwell Collegiate Institute and Normal School.	Stockwell, Ind	1858	1859	W. J. Bowen	Meth	1	3	51	23	28	51	0	0	0	0	2	2	
678	St. Paul's Academy	Valparaiso, Ind		1872	Sisters of Providence	R. C			197	74	123								
679	Preparatory department of Vincennes University.	Vincennes, Ind	1807	1811	Lewis Prugh, A. M	Non-sect.	3	1	76	35	41	56	12	8	12	0	4		
680	Waveland Collegiate Institute	Waveland, Ind	1848	1849	Rev. John Creath, A. M	Presb	1	2	52	32	20								
681	Ackworth Institute	Ackworth, Iowa		1866	Eli W. Beard	Friends	2	1	90	50	40	90				10	1		
682	Albion Seminary	Albion, Iowa	1872	1872	Prof. John Sanborn, A. M	M. E	4	2	185	75	110	20	10	5					
683	Jones County Academy	Anamosa, Iowa		1871	Mrs. Col. Springer	Non-sect.		1	55			50		2					
684	Birmingham Academy and Boarding School.	Birmingham, Iowa	0	1871	J. Wesley Wolf	Non-sect.	1	2	151	86	65		20		10	12	2	2	
685	Blairstown Academy	Blairstown, Iowa	1868	1868	John McCarty	Non-sect.	2	1	55	43	12	48	2	5	2	0			
686	Bradford Academy	Bradford, Iowa	1865	1865	John F. Gräwe	Cong	1	1	77	31	46	53	16	8	2	4	0	0	
687	First German Evangelical School	Burlington, Iowa		1844	Karl Fr. Grüninger	Ger. Ev	1	1	108	60	48	108		108					
688	Graff's School	Burlington, Iowa		1863	R. J. Graff		1		60	46	20	60							
689	Coe Collegiate Institute	Cedar Rapids, Iowa	1866	1875	Rev. R. A. Condit, A. M., and Prof. J. W. McLaury, A.M.	Presb	4	5	105	59	46	105	38	5					
690	St. Joseph's Academy of the Sacred Heart.	Cedar Rapids, Iowa	0	1876	Sister Mary Isidore	R. C	0	6	150	60	90	140		10					
691	Evangelical Lutheran Parish School.	Clayton Centre, Iowa		1860	Rev. F. W. Seifert	Ev. Luth	1		71	38	33			71					
692	Friends' Select School	Coal Creek, Iowa	0	1876	Thomas E. Mott	Friends	1	1	39	26	13	39							
693	Decorah Institute	Decorah, Iowa		1874	J. Breckenridge		2	1	261	135	126		11	27	2	9			
694	Denmark Academy	Denmark, Iowa	1843	1843	Henry K. Edson, A. M	Cong	2	4	248	135	113								
695	St. Francis Xaverius' School	Dyerville, Iowa		1860	August Dornes	R. C		1	90	40	50	75							
696	Eldora Academy	Eldora, Iowa	0	1872	J. W. Stephens		1	1	85	40	45	70	15		2				
697	Epworth Seminary	Epworth, Iowa		1857	Rev. Adam Holm	M. E	1	2	108	60	48	100	8		8		1		
698	Grinnell Academy	Grinnell, Iowa	1870	1870	Jesse Macy	Cong	2	3	199	119	80	119	80		29	11	12	1	
699	Lenox Collegiate Institute	Hopkinton, Iowa	1873	1864	Rev. Samuel Hodge, D. D	Presb	3	2	144	86	58	75	59	10			2		
700	Iowa City Academy	Iowa City, Iowa	0	1870	William McClain	Non-sect.	1	2	172	114	58				(40)		30		
701	St. Agatha's Seminary	Iowa City, Iowa	1864	1859	Sister Mary Agnes, B. V. M	R. C		16	415	165	250	415	6	40	8				
702	Irving Institute	Irving, Iowa		1862	John G. Craven, A. M		1	1	75	40	35								
703	Jefferson Academy	Jefferson, Iowa		1875	J. S. Dunning	Non-sect.	4	2	158	75	83				18				
704	Kossuth Academy	Kossuth, Iowa		1873	Miss Virginia L. Scott		1	2	58	29	29	42	11	5	8	5	1		
705	Friends' Academy	Le Grand, Iowa		1872	J. R. White, B. S	Friends	2	1	107	49	58								
706	Le Grand Christian Institute	Le Grand, Iowa	1860	1858	Rev. John Q. Evans	Christian	2	3	55	30	25	40	2		1				
707	Riverside Institute	Lyons, Iowa		1875	Rev. W. T. Currie, A. M	P. E	3	4	40	15	25	25	7	3	4		1		
708	Mitchell Seminary	Mitchellville, Iowa		1873	John R. Sage	Univ	2	2	63	34	29								
709	New London Academy	New London, Iowa	1867	1866	Henry J. Philpott	Non-sect.	1		30	12	18			8			2		
710	New Providence Academy	New Providence, Iowa	1870	1871	Edward Taylor	Friends	1	1	83	42	41	80	3		12	6			
711	Hazel Dell Academy	Newton, Iowa		1856	Darius Thomas, A. M		2	2	99			89	10		10	55	b2		
712	Cedar Valley Seminary	Osage, Iowa	1867	1863	Rev. Alva Bush, A. M	Baptist	3	3	178	102	76	131	35	12		2			
713	Troy Academy	Troy, Iowa	1852	1852	A. Hull, A. M	Non-sect.	2	1	45	30	15	40	5	0	0	0	0	0	

a School not in session this year.

b Entered during last academic year.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
714	Eclectic Institute	Vinton, Iowa	....	1872	A. McElwain	....	2	....	50	25	25	....	....	....	5	6	5	....
715	Tilford Academy	Vinton, Iowa	....	1871	Thomas Tobin	....	2	3	130	75	55	100	10	20	30	20	7	....
716	Washington Academy	Washington, Iowa	1871	1872	S. E. McKee, A. M	Non-sect.	2	2	243	133	110	....	45	....	40	....	3	....
717	Wilton Collegiate Institute	Wilton, Iowa	1871	1871	George S. Bradley	Free Bap	....	2	95	50	45	77	12	6	....	....	....	....
718	Geneva Academy *a*	Geneva, Kans	1866	1867	(Vacant)	Pr., (O.S.)	....	....	....	....	....	....	....	....	....	....	....	....
719	Hartford Collegiate Institute	Hartford, Kans	1859	1862	Rev. L. W. Thrall, A. M	M. E	3	1	78	44	34	78	....	....	....	....	....	....
720	Bracken County Academy	Augusta, Ky	....	....	R. C. Mitchell	....	2	2	80	45	35	52	18	....	4	....	2	....
721	Bardstown Male and Female College.	Bardstown, Ky	1840	1855	H. J. Greenwell, A. M	Baptist	1	2	43	30	13	32	9	....	10	32	....	....
722	La Rue County High School	Buffalo, Ky	0	1874	Rev. J. T. Leonard	Non-sect.	1	2	68	45	23	65	3	6	....	....	....	....
723	Alexander College	Burksville, Ky	1872	1870	Rev. J. P. McMillan, pres't	Presb	1	4	60	20	40	30	25	0	3	....	3	....
724	Carroll Seminary	Carrollton, Ky	1860	1859	J. T. English, A. B	....	3	1	110	50	60	80	30	....	....	....	4	....
725	Green River Academy and Science School.	Elkton, Ky	1835	1835	A. F. Williams, A. M	Non-sect.	1	2	90	40	50	90	37	18	35	6	8	3
726	Eminence Seminary, (male and female.)	Eminence, Ky	1859	1861	J. E. Nunn	Baptist	2	2	72	35	37	61	11	....	....	....	....	....
727	Kentucky High School	Frankfort, Ky	1870	1870	James W. Dodd, A. M	Non-sect.	4	..	70	40	30	30	55	20	....	....	....	....
728	Ghent College	Ghent, Ky	1866	1866	William J. Barbee	Non-sect.	2	2	60	30	30	40	20	7	15	15	....	....
729	Owen College	Harrisburg, Ky	1870	1870	Ed. Porter Thompson, pres't	Non-sect.	2	2	80	60	20	....	5	20	....	....	....	....
730	Hodgenville Seminary	Hodgenville, Ky	....	....	G. H. Watts	Non-sect.	1	....	30	23	7	30	....	....	....	....	....	....
731	Franklin Institute	Lancaster, Ky	1848	1848	George W. Dunlap, jr	Non-sect.	1	5	125	100	25	125	....	....	....	....	....	....
732	German and English Academy	Louisville, Ky., (N. E. cor. 2d and Gray sts.)	1865	1865	Theod. Schwartz, pres't	Non-sect.	3	1	103	63	40	103	....	103	0	0	0	0

733	Clay Seminary	Manchester, Ky	1830	1834	S. A. Harris, A. M	Non-sect.	1	2	60	16	44	40	20	10	16	....	6	10
734	Graves College	Mayfield, Ky	1860	1860	W. W. Hunter and J. K. Jamison.		2	2	120	50	70	110	10	....	5	....	....	....
735	Maysville Seminary	Maysville, Ky	1822	1822	H. R. Blaisdelle	Non-sect.	1	1	63	30	33	22	41	12	16	....	....	....
736	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
737	Morganfield Collegiate Institute	Morganfield, Ky	1836	1837	William W. May, A. M	Non-sect	2	2	120	70	50	....	25	....	6	0	....	....
738	Henry Male and Female College	New Castle, Ky	1850	1851	Joseph Brinker	Non-sect.	3	2	140	56	84	80	25	38	....	....	6	....
739	Browder Institute	Olmstead, Ky	1868	1868	H. W. Weedin	Pr. & M	1	2	61	28	33	61	7	0	4	0	0	0
740	Owenton High School*	Owenton, Ky	1873	1872	Mrs. Virginia Taylor	Non-sect.	1	2	80	40	40	....	....	10	0	0	0	0
741	Bath Seminary *	Owingsville, Ky	1846	1846	Marcus L. Lipscomb	.....	1	3	135	75	60	135	15	10	10	....	....	....
742	Princeton College	Princeton, Ky	1864	1863	E. Lee Blanton	Non-sect.	1	2	41	12	29	39	3	1	16	1	....	....
743	Male and Female Academy *	Sharpsburg, Ky	0	.....	Alison Norman	Non-sect	2	1	66	32	34	66	16	14	6	9	0	0
744	Fairview Male and Female Seminary.	Simpsonville, Ky	1871	1871	Rev. H. F. Jordan	Baptist	2	2	70	30	40	66	4	0	....	....	....	....
745	Masonic Institute	Somerset, Ky	1866	1866	Thomas M. Mourning	Non-sect.	2	2	120	65	55	110	9	....	0	15	0	0
746	Riverside Seminary	Vanceburg, Ky	.....	1872	Rev. L. B. Piersel	M. E	1	2	110	50	60	110	....	....	....	....	....	....
747	Winchester Male and Female High School.	Winchester, Ky	0	1872	Th. Smith	Non-sect.	3	2	90	39	51	90	50	19	20	20	6	6
748	St. Matthew's Academy *	Monroe, La	0	1859	Henry Floyd	R. C	3	6	106	57	49	106	8	35	8	0	0	0
749	Hebrew Educational Institute	New Orleans, La., (Calliope st.)	1867	1867	Ulric Bettison	Non-sect.	4	4	180	100	80	180	8	146	0	0	3	0
750	Somerset Academy *	Athens, Me	1846	1846	Thomas P. Smith	.....	1	1	168	80	88	147	20	1	....	....	0	....
751	Gould's Academy	Bethel, Me	.....	1836	David M. McPherson, A. B	Non-sect.	1	....	57	27	30	44	7	6	2	0	4	1
752	Blue Hill Academy	Blue Hill, Me	1803	1803	(Vacant)	Non-sect.	....	....	....	....	....	....	....	....	....	....	....	....
753	East Maine Conference Seminary.	Bucksport, Me	1850	1852	Rev. George Forsyth, A. M	M. E	3	2	190	105	85	....	50	16	10	....	1	....
754	China Academy	China, Me	1818	1818	Gustavus J. Nelson	.....	2	1	55	27	28	47	8	....	2	....	0	....
755	Corinna Union Academy	Corinna, Me	1851	1851	Isaac R. Worth	Non-sect.	1	1	87	52	35	68	16	3	12	0	0	0
756	Greely Institute	Cumberland Centre, Me	1859	1866	J. Marshall Hawkes	Non-sect.	1	2	176	112	64	161	15	....	6	0	2	0
757	Westbrook Seminary	Deering, Me	1830	1834	George M. Bodge	Univ	5	5	125	65	60	70	55	30	23	17	8	4
758	Exeter High School	Exeter, Me	1840	1840	E. D. Pratt	Non-sect.	2	3	100	40	60	90	10	0	4	6	0	1
759	Foxcroft Academy	Foxcroft, Me	1823	1823	James R. Brackett	Non-sect.	2	2	108	36	72	73	35	5	20	....	....	....
760	Freedom Academy	Freedom, Me	1836	1836	Marcellus J. Dow	Non-sect	1	1	60	28	32	60	....	....	0	0	0	....
761	Fryeburg Academy	Fryeburg, Me	1792	1792	Walter A. Robinson, A. B	Cong	1	2	72	37	35	36	28	8	12	2	2	0
762	Hallowell Classical and Scientific Academy.	Hallowell, Me	1872	1874	Rev. Almon W. Burr	Cong	2	5	131	63	68	31	29	35	29	10	5	0
763	Hampden Academy	Hampden, Me	1803	1806	A. E. Rogers	Cong	2	....	220	120	100	180	40	....	10	....	2	1
764	Hartland Academy	Hartland, Me	1837	1832	James Otis Bradbury	Non-sect.	1	1	82	47	35	67	15	....	0	0	0	3
765	Houlton Academy	Houlton, Me	1847	1847	W. S. Knowlton, A. M	Baptist	2	2	125	60	65	100	50	25	25	50	3	....
766	Lee Normal Academy	Lee, Me	1845	1845	(Vacant)	Non-sect.	1	1	55	....	....	20	25	6	0	0	0	0
767	Limington Academy *	Limington, Me	1848	1850	W. G. Lord	Non-sect.	1	2	99	50	49	....	10	....	4	....	....	....
768	Mattanawcook Academy	Lincoln, Me	1857	.....	Tascus Atwood, S. B	.....	1	1	50	25	25	50	0	4	....	....	....	....
769	Litchfield Academy	Litchfield Corners, Me	1845	1845	John E. Cutter	Non-sect.	1	2	85	54	31	56	29	0	....	....	....	1
770	Monmouth Academy	Monmouth, Me	1800	1800	Harrison M. Pratt, A. B	Non-sect.	1	1	130	87	43	....	....	....	7	....	....	0
771	Lincoln Academy	Newcastle, Me	1801	1803	G. M. Thurlow, A. M	Non-sect.	1	1	236	123	113	....	17	6	8	0	0	0
772	Eaton Family and Day School	Norridgewock, Me	.....	1856	Hamlin F. Eaton	.....	1	2	142	89	53	142	....	20	....	....	....	....
773	Paris Hill Academy *	Paris, Me	1856	1857	Charles A. Black	Non-sect.	1	....	55	....	....	....	....	....	6	....	....	....
774	Patten Academy and Free High School.	Patten, Me	1848	1848	John G. Thomas	.....	1	1	60	30	30	60	....	....	....	....	....	....
775	Berwick Academy	South Berwick, Me	1791	1791	Thomas Kneeland	Non-sect.	1	....	20	....	....	10	10	2	3	2	0	0

* From Report of the Commissioner of Education for 1875.

a School temporarily closed.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
776	Oxford Normal Institute	South Paris, Me	1849	1849	F. T. Crommett, A. B	Non-sect.	1	3	173	81	92	173	14	5	3	1	1	....
777	Oak Grove Seminary *	Vassalboro', Me	1851	1846	Rev. O. M. Cousens	Friends	1	2	60	28	32	17	13	3	4	....	....	....
778	Knapp's Institute	Baltimore, Md., (29, 31 and 33 N. Holliday st.)	1864	1853	Frederick Knapp	Non-sect.	6	3	400	300	100	400	15	350	1	1	0	0
779	School of Modern Languages	Baltimore, Md., (22 Calhoun st.)	....	1876	Theophilus Heness, A. M., and Lambert Sauveur.	.....	2	1	60	25	35	....	....	....	....	....	....	....
780	Zion School	Baltimore, Md., (N. Gay st)	.....	1836	Henry Scheib	Non-sect.	10	2	410	280	130	410	....	410	0	0	....	3
781	Holy Trinity School	Churchville, Md	....	1869	Rev. Edward A. Colburn, A. M	P. E	1	1	19	8	11	....	....	....	....	....	....	....
782	Darlington Academy	Darlington, Md	1840	1841	John M. Cooley	Non-sect.	1	1	55	30	25	40	15	0	0	0	0	0
783	Elkton Academy	Elkton, Md	1817	1818	Andrew E. Warner, A. M	Non-sect.	1	1	48	26	22	39	9	....	2	0	0	0
784	Mechanicstown Male and Female Seminary.*	Mechanicstown, Md	1874	1874	Rev. Victor Miller	Ev. Luth	1	1	46	29	17	17	21	....	1	....	....	....
785	New Windsor College	New Windsor, Md	1874	1874	Geo. H. Birnie, A. M., C. E	Presb	1	2	45	25	20	28	17	0	2	1	0	0
786	Punchard Free School	Andover, Mass	1851	1856	Wm. G. Goldsmith, A. M	Non-sect.	2	2	67	30	37	67	0	31	0	0	0	0
787	Powers Institute	Bernardston, Mass	0	1857	Albert J. Sanborn, A. M	Non-sect.	2	3	178	96	82	135	37	6	10	5	....	2
788	Houghton School	Bolton, Mass	.....	1849	Frederick S. Cutter, A. B	Non-sect.	1	0	61	37	24	....	....	....	0	0	0	1
789	School of Modern Languages	Boston, Mass, (2 A. Beacon street.)	0	1870	Arnold A. F. Zuellig	Non-sect	1	0	42	7	35	....	....	42	....	....	....	....
790	Hitchcock Free High School	Brimfield, Mass	1855	1855	E. W. Norwood, A. M	Non-sect.	2	2	118	66	52	50	37	9	11	....	....	....
791	Deerfield Academy and High School	Deerfield, Mass	1797	.....	Edgar R. Downs	Non-sect.	1	1	33	21	12	18	8	7	0	0	0	0
792	Nichols Academy	Dudley, Mass	1819	1822	Marcellus Coggan, A. M	Non-sect.	3	2	82	40	42	62	20	10	20	....	4	....
793	Partridge Academy	Duxbury, Mass	1829	1829	Edmund W. Wright, A. M	Non-sect.	1	1	43	19	24	43	6	21	....	....	....	....
794	Lawrence Academy	Falmouth, Mass	1834	1833	Lucian Hunt, A. M	Non-sect.	2	....	27	7	20	27	7	....	3	....	....	....

795	Dean Academy	Franklin, Mass	1865	1865	Rev. James P. Weston, D. D.	Univ	4	4	132	69	63	....	9	25	9	....	8	....
796	Hopkins Academy	Hadley, Mass	1816	1816	W. W. Mitchell	Cong	1	1	42	22	20	42	15	0	4	....	....	2
797	Hanover Academy	Hanover, Mass	1806	1828	John G. Knight	Non-sect.	1	....	31	13	18	23	5	3	0	1	0	0
798	Derby Academy	Hingham, Mass	1784	1784	Nathan H. Dole	Non-sect.	1	1	42	30	22	....	....	....	....	....	....	....
799	Leicester Academy	Leicester, Mass	1784	1784	D. Newton Putney, A. B	....	2	4	55	30	25	40	10	2	....	....	....	....
800	Barstow School	Mattapoisett, Mass	0	1870	Caleb Slade	Non-sect.	1	0	44	15	29	....	....	....	0	0	0	0
801	Eaton Family School	Middleboro', Mass	0	1854	Amos H. Eaton	Non-sect.	1	1	26	23	3	26	....	....	0	0	....	1
802	Peirce Academy	Middleboro', Mass	1835	1808	Geo. H. Coffin	Baptist	1	3	....	....	....	....	....	....	5	....	1	1
803	Coffin School	Nantucket, Mass	1827	1827	Edmund B. Fox	Non-sect.	1	3	100	50	50	40	60	60	0	0	0	1
804	Friends' Academy	New Bedford, Mass	1812	1812	John Tetlow	Non-sect.	2	2	60	33	27	45	15	40	15	2	0	0
805	Consolidated High and Putnam Schools.	Newburyport, Mass	1838	(1764) (1843) (1838)	Amos H. Thompson	Non-sect.	3	4	238	99	139	155	83	65	....	....	3	2
806	South Berkshire Institute	New Marlboro', Mass	1857	1857	Ambrose E. Stone, A. B	Cong	1	....	75	50	25	75	....	....	....	....	....	....
807	New Salem Academy	New Salem, Mass	1795	1795	Frederic E. Stratton, A. M	Non-sect.	2	....	44	19	25	35	9	....	2	0	0	0
808	Sawin Academy and Dowse High School.	Sherborn, Mass	1871	1874	Edward A. H. Allen, C. E	Non-sect.	1	1	58	27	31	58	36	0	2	....	0	0
809	Dummer Academy	South Byfield, Mass	1782	1763	Rev. E. G. Parsons, M. A	Non-sect.	1	1	43	29	14	42	12	2	6	0	0	0
810	Waltham New Church School	Waltham, Mass	1857	1860	Benjamin Worcester	N. Jerus.	3	5	58	33	25	....	....	....	2	....	....	....
811	Willow Park Seminary	Westboro', Mass	0	1866	Norman P. Wood, A. B	Non-sect.	2	3	50	26	24	46	4	12	4	1	0	1
812	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. Nathaniel Fellows, A. M	M. E	8	5	329	243	147	225	124	44	54	11	17	....
813	German-American Seminary	Detroit, Mich., (Lafayette street.)	1861	1855	N. Schanz	Non-sect.	6	5	220	168	112	280	14	220	1	....	....	....
814	Latimer Hall *a*	Fentonville, Mich	1868	1868	Rev. L. W. Applegate	P. E	2	2	35	13	22	32	3	4	....	....	....	....
815	St. Croix Valley Academy	Afton, Minn	1868	1868	Martin E. Severance, A. B	....	2	1	33	25	8	....	3	....	....	....	....	....
816	Caledonia Academy	Caledonia, Minn	....	1872	William D. Belden	Non-sect.	1	....	40	18	22	30	10	....	(2)		0	0
817	Bethlehem Academy and Parish School.	Faribault, Minn	0	1865	Sister M. Gertrude	R. C	....	7	370	170	200	370	....	30	....	....	....	....
818	Hokah Convent *	Hokah, Minn	....	1867	Sister M. C. Borromea	R. C	....	5	50	20	30	....	....	....	....	....	....	....
819	Christ Church Parish School	Red Wing, Minn	....	1865	Miss Martha Harger	P. E	....	1	60	25	35	57	3	....	....	....	....	....
820	Red Wing Collegiate Institute	Red Wing, Minn	1871	1871	Wendell P. Hood, A. M	Non-sect.	2	2	70	34	36	70	40	20	5	6	1	3
821	St. Louis School*	St. Paul, Minn	0	1873	L. Lanzon, O. M. I	R. C	0	3	135	60	75	125	....	125	....	....	0	0
822	St. Paul Home School and Kindergarten.	St. Paul, Minn., (36 Iglehart street.)	....	1858	Mrs. M. W. Brown	P. E	2	4	90	40	50	60	30	90	30	10	8	0
823	Wesleyan Methodist Seminary	Wasioja, Minn	1873	1873	E. Gaylord Paine, A. B	Meth	2	2	103	62	41	80	22	3	9	....	2	0
824	Yazoo District High School	Black Hawk, Miss	1873	1871	Edward W. Tarrant	M. E. So	1	3	70	30	40	....	16	5	6	....	....	....
825	High School*	Fayette, Miss	....	1815	R. V. Love	....	1	1	60	30	30	30	10	....	10	10	5	....
826	McComb City Academy*	McComb City, Miss	....	1872	T. S. Dabney, jr	Baptist	1	2	130	60	70	....	2	12	....	....	....	....
827	Parks' Female Institute*	Ripley, Miss	0	1875	Miss Corra M. Gaillard	Presb	....	1	20	15	14	28	1	....	0	0	0	0
828	Sardis Institute	Sardis, Miss	0	1876	James A. Rainwater	Non-sect.	2	6	170	90	80	140	30	0	30	25	0	0
829	Vaiden Male and Female Institute	Vaiden, Miss	0	1874	C. H. Barksdale, A. M	....	1	2	55	....	....	45	10	0	....	0	3	0
830	Arcadia College	Arcadia, Mo	1870	1846	Rev. Chas. O. Jones, A. M	Meth. So	3	2	72	40	32	60	10	2	....	....	....	....
831	Chillicothe Academy	Chillicothe, Mo	0	1869	J. M. Long, A. M	Non-sect.	1	2	70	40	30	70	3	0	0	0	0	0
832	Grand River College	Edinburg, Mo	1859	*b*1876	Jno. E. Vertrees, A. M	Baptist	1	1	75	40	35	....	....	....	....	....	....	....
833	Lincoln Institute	Jefferson City, Mo	1870	1866	Samuel T. Mitchell, A. B	Non-sect.	6	7	132	69	53	122	....	....	....	....	0	0
834	Marionville Collegiate Institute	Marionville, Mo	0	1872	Rev. Jasper A. Smith	M. E	2	1	101	60	41	92	9	....	9	....	3	....
835	St. Paul's College	Palmyra, Mo	1852	1847	Rev. J. A. Wainwright, A. M., M. D.	P. E	2	2	33	30	3	26	12	5	8	....	....	....
836	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
837	Shelby High School	Shelbyville, Mo	1854	1854	Daniel M. Conway	M. E. So	1	3	62	31	31	42	12	8	....	....	....	....

*From Report of the Commissioner of Education for 1875.

a Includes Ridley Hall, a branch school.

b Reorganization.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
838	Stewartsville Seminary	Stewartsville, Mo	0	1863	Rev. W. O. H. Perry, A. M	Non-sect.	1	1	65	37	28	65	3	1	10	20	1	0
839	Proctor Academy	Andover, N. H	1874	1874	Rev. Alva H. Morrill, A. M	Christian	1	2	92	63	29	5	6	6	3	0	0	0
840	Atkinson Academy*	Atkinson, N. H	1791	1788	M. P. White	Cong	1	1	122	78	44	101	3	18	3	1	....	....
841	Beede's Academic and Normal Institute.	Centre Sandwich, N. H	0	1839	Daniel G. Beede	Non-sect.	2	....	75	....	....	75	5	0	....	....	....	....
842	Stevens High School	Claremont, N. H	.....	1868	Arthur J. Swain, A. M	.....	1	2	121	48	73	118	43	12	3	....	2	1
843	Colebrook Academy	Colebrook, N. H	1846	1848	F. F. Phillips	Non-sect.	2	....	90	50	40	90	20	15	5	8	....	....
844	Pinkerton Academy	Derry, N. H	1814	1814	Edmund R. Angell, A. M	Non-sect.	1	1	68	40	28	57	11	5	8	....	1	....
845	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
846	Franklin Academy	Dover, N. H	1818	1818	John Scales, A. M	.....	1	1	90	50	40	....	....	....	2	1	....	....
847	Penacook Normal Academy	Fisherville, N. H	1866	1866	Rev. Anthony C. Hardy, A. M	Non-sect.	5	4	376	196	180	306	71	58	26	....	4	1
848	Francestown Academy	Francestown, N. H	1819	1800	Hervey S. Cowell, A. B	Non-sect.	1	1	70	40	30	60	18	8	3	1	0	0
849	Gilmantown Academy	Gilmanton, N. H	1794	1804	William A. Deering, A. B	Cong	1	3	172	129	43	122	50	....	10	....	1	....
850	Hampton Academy	Hampton, N. H	1812	1815	Horace B. Hill	Cong	1	1	50	30	20	35	15	....	5	10	....	....
851	Hillsborough Bridge Union School and Valley Academy.	Hillsborough Bridge, N. H	.....	1863	Harry L. Brickett, A. B	Non-sect.	1	1	100	45	55	88	12	....	....	....	....	....
852	Contoocook Academy	Hopkinton, N. H., (Contoocook P. O.)	1856	1856	Edmund C. Cole	Swed'b'n	1	1	70	33	37	55	15	....	3	....	....	....
853	Kingston Academy	Kingston, N. H	1855	1856	Daniel J. Bakie	Non-sect.	1	1	70	40	30	60	10	....	....	....	....	....
854	Lancaster Academy	Lancaster, N. H	1828	1829	Thomas Macomber	Non-sect.	2	2	108	55	53	83	25	....	10	....	0	....
855	Marlow Academy	Marlow, N. H	0	1871	D. W. McKeen	.....	1	1	99	42	57	86	13	0	....	....	....	....
856	Milton Classical Institute	Milton, N. H	1867	1867	J. P. Bickford, A. B	.....	1	1	65	25	40	60	5	....	....	....	....	....

857	McCollom Institute	Mt. Vernon, N. H	1850	1850	Geo. W. Todd, LL. B	Non-sect.	2	2	117	75	42	74	41	10	10	....	4	1
858	Nashua Literary Institution	Nashua, N. H	1840	1840	David Crosby, A. M	Non-sect.	1	1	187	120	67	....	....	....	....	....	....	....
859	New Hampton Literary Institution	New Hampton, N. H	1853	1853	Rev. A. B. Meservey, Ph. D	F.W.B	5	4	281	170	111	202	68	11	....	....	2	....
860	Appleton Academy	New Ipswich, N. H	1789	1789	William A. Preston, A. M	....	3	2	65	35	30	30	32	....	6	4	1	....
861	North Conway Academy	North Conway, N. H	1825	1823	Rev. S. G. Norcross	Non-sect.	1	1	78	40	38	75	3	3	3	0	0	0
862	Coe's Northwood Academy	Northwood, N. H	1867	1866	Rev. Elliott C. Cogswell	....	2	1	57	38	19	13	7	5	7	0	1	0
863	Northwood Seminary	Northwood Ridge, N. H	1866	1867	Forrest L. Evans	Free B't	1	1	48	25	23	40	8	2	4	2	0	0
864	Pembroke Academy	Pembroke, N. H	1818	1819	Isaac Walker, A. M	Cong	1	2	127	70	57	112	15	5	5	0	0	0
865	Pittsfield Academy	Pittsfield, N. H	1829	.....	Daniel K. Foster	....	2	1	51	21	30	45	28	10	6	....	....	....
866	Smith's Academy and Commercial College.	Portsmouth, N. H	.....	1874	Lewis E. Smith	....	2	2	55	47	8	34	21	8	10	....	....	....
867	Raymond High School	Raymond, N. H	0	1867	Lucy A. Burnam	Non-sect.	....	1	53	20	33	40	10	4	2	1	0	0
868	McGaw Normal Institute	Reed's Ferry, N. H	1849	1849	B. H. Weston, A. M	Non-sect.	2	3	80	50	30	65	8	7	3	5	....	....
869	Dearborn Academy	Seabrook, N. H	1851	1854	Emma Webster	Cong	....	1	31	15	16	31	2	....	0	0	0	0
870	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1845	1845	Rev. John B. Robinson, A. M.	M. E	7	3	268	138	130	158	70	40	35	4	7	0
871	Warner Free High School	Warner, N. H	.....	1871	William Goldthwait, A. B	....	1	1	50	30	20	40	10	8	....	....	....	....
872	Tubbs' Union Academy	Washington, N. H	1849	1849	David A. Shaw	Non-sect.	1	....	50	20	30	50	....	....	....	....	....	....
873	Kearsarge School of Practice	Wilmot, N. H	.....	1876	John H. Larry	Non-sect.	2	2	54	29	25	54	....	....	....	....	....	....
874	Wolfborough and Tuftonborough Academy.	Wolfborough, N. H	1820	1821	De Witt C. Durgin	....	1	....	55	32	23	55	....	....	0	....	....	....
875	Farnum Preparatory School	Beverly, N. J	1856	1856	J. Fletcher Street, A. M., (resident principal.)	Non-sect.	1	3	125	65	60	110	15	....	....	....	1	....
876	Blair Presbyterial Academy	Blairstown, N. J	.....	1848	Henry D. Gregory, A. M., Ph. D.	Presb	3	4	75	48	27	66	24	4	8	4	1	0
877	New Jersey Collegiate Institute	Bordentown, N. J	0	1868	Edgar Haas, A. M	....	2	2	50	38	12	50	6	2	....	....	....	....
878	Bound Brook Institute	Bound Brook, N. J	.....	1874	Rev. Alb't O. Hammond, A. M	Non-sect	2	3	35	20	15	12	14	12	4	1	....	....
879	South Jersey Institute	Bridgeton, N. J	1866	1870	Henry K. Trask, A. M	Baptist	4	4	140	90	50	99	41	10	30	0	0	0
880	Brainerd Institute	Cranberry, N. J	1865	1865	Leonard T. Brown	Presb	1	1	75	50	25	....	....	....	....	....	....	....
881	Jefferson Park Academy	Elizabeth, N. J	1874	1872	James H. Lansley, Ph. D	Non-sect.	4	5	79	58	21	58	10	11	10	....	....	....
882	Misses Hayward's English and French School.*	Elizabeth, N. J., (523 Monroe st.)	.....	1868	Miss Julia L. Hayward	P. E	1	4	22	10	12	22	....	12	....	....	....	....
883	English and Classical School	Flemington, N. J	0	1875	Isaiah N. Leigh	Presb	1	1	50	30	20	38	12	0	1	0	0	0
884	Hackensack Academy*	Hackensack, N. J	.....	.....	W. W. Richards	....	2	5	....	....	....	....	....	....	....	....	....	....
885	Centenary Collegiate Institute	Hackettstown, N. J	1869	1866	Rev. George H. Whitney, D. D., president.	M. E	6	5	266	166	100	115	151	42	60	20	8	3
886	Hoboken Academy	Hoboken, N. J	1861	1861	Magnus Schoeder	Non-sect.	13	5	465	316	149	....	....	....	....	3	1	1
887	Martha Institute	Hoboken, N. J., (cor. 6th st. and Park ave.)	1870	1867	Rev. Leopold Mohn	Ref., (D.)	4	3	150	85	65	150	5	75	3	6	2	1
888	Glenwood Institute	Matawan, N. J	1860	1855	Charles Jacobus, A. M	Non-sect.	2	3	70	32	38	70	8	8	2	....	0	0
889	St. Stephen's School	Millburn, N. J	1872	1870	Rev. Julius D. Rosé, A. M., M. D., Ph. D.	P. E	1	1	22	12	10	22	6	6	3	1	....	....
890	Hulse Seminary*	Newark, N. J., (41 Webster st.)	.....	1867	Miss C. G. Hulse	P. E	1	2	21	6	15	12	....	....	....	....	....	....
891	Newton Collegiate Institute	Newton, N. J	1856	1852	S. S. Stevens, A. M	Non-sect.	3	3	70	40	30	50	20	6	6	2	10	....
892	Pennington Institute	Pennington, N. J	0	1844	Rev. Albert P. Lasher	Non-sect.	2	1	50	....	....	50	....	....	....	....	....	....
893	Boarding and Day School for Young Ladies and Children.	Plainfield, N. J., (s. e. cor. Cherry and 4th sts.)	.....	1873	Miss H. M. Conrey	Non-sect.	....	1	20	10	10	20	0	0	0	0	0	0
894	Seminary at Ringoes	Ringoes, N. J	.....	1870	Mrs. K. B. Larison	Baptist	....	1	34	17	17	27	3	4	1	....	....	....
895	Union Academy	Shiloh, N. J	1849	1846	S. L. Howell	Non-sect.	2	0	60	40	20	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
896	Stevensdale Institute	South Amboy, N. J	.....	1867	J. H. Withington, A. M	Non-sect.	1	2	25	14	11	25	10	....	2	....	1	....
897	Springfield Institute	Springfield, N. J	.....	1876	Prof. Arthur D. Bailey	.....	1	1	30	12	18	30	....	5	5	....	....	....
898	Summit Institute*	Summit, N. J	0	1872	Henry F. Belcher	Non-sect.	2	1	50	27	23	50	....	20	3	3	....	....
899	Hungerford Collegiate Institute	Adams, N. Y	1864	1864	Albert B. Watkins, A. M., Ph. D.	Non-sect.	5	5	220	119	101	105	95	20	25	8	3	1
900	Cottage Seminary	Alden, N. Y	0	1858	Miss Emily H. Rundell	Non-sect.	....	2	32	13	19	30	2	4	0	0	0	0
901	Amenia Seminary	Amenia, N. Y	1834	1835	S. T. Frost, A. M	Non-sect.	4	5	98	46	52	72	8	18	8	3	....	1
902	Amsterdam Academy	Amsterdam, N. Y	1839	1839	Wm. W. Thompson, A. M	Non-sect.	4	7	443	154	289	179	62	44	31	0	19	4
903	Ives Seminary	Antwerp, N. Y	1856	1861	Rev. M. A. Veeder, A. M	M. E	4	4	235	125	110	165	33	30	26	10	8	2
904	Argyle Academy	Argyle, N. Y	1841	1841	Geo. A. Hoadley, A. B., C. E.	Non-sect.	2	1	90	57	33	89	1	0	0	0	2	2
905	Augusta Academy	Augusta, N. Y	1833	1834	Harmon J. Kneeland	Non-sect.	1	....	21	16	5	20	1	....	....	....	1	....
906	Cayuga Lake Academy	Aurora, N. Y	1801	1798	Charles Kelsey, A. M	Non-sect.	1	3	68	41	27	62	6	8	6	8	2	0
907	Bay View Institute	Babylon, N. Y	.....	1871	L. Homer Hart	.....	2	....	25	15	10	25	5	3	5	....	2	....
908	Union Academy of Belleville	Belleville, N. Y	1824	1826	George F. Sawyer, A. B	Non-sect.	2	4	160	80	80	50	20	5	5	....	....	....
909	Adelphi Academy	Brooklyn, N. Y., (Lafayette ave.)	1869	1869	Stephen G. Taylor, A. M	Non-sect.	12	17	592	329	263	512	46	34	25	2	7	2
910	Carroll Park School	Brooklyn, N. Y., (242 Carroll st.)	0	1870	Mrs. Delia A. Dunning	Non-sect.	....	6	50	....	....	....	....	....	....	....	....	....
911	Friends' Seminary	Brooklyn, N. Y., (Schermerhorn st., near Boerum st.)	.....	1867	Miss Clara Lockwood	Friends	1	4	56	25	31	56	0	6	....	....	....	....
912	German, English, and French Academy.	Brooklyn, N. Y., (247 State st.)	.....	1862	Mrs. Elise Medler	Non-sect.	3	2	82	53	29	....	....	....	....	....	....	....

913	Lafayette Academy	Brooklyn, N. Y., (149 Lafayette ave.)		1870	Rev. D. Marvin, jr., A. M.	P. E.	2	1	20	10	10	16	1	3	0	0		
914	Lockwood's Academy*	Brooklyn, N. Y., (139 South Oxford st.)		1870	John Lockwood	Non-sect.	6	8	274	156	118							
915	Remsen Street School	Brooklyn, N. Y., (58 Remsen st.)	0	1872	Miss Isabella S. Cragin, A. M.	Non-sect.	1	5	52	25	27			45				
916	St. Mary's Academy*	Brooklyn, N. Y		1868	Brother Sylvester	R. C.	7	8	1200	600	600	1200						
917	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
918	Canisteo Academy	Canisteo, N. Y	1868	1868	D. M. Estee	Non-sect.	1	1	113	47	66		16	2	3			
919	Canton Union School	Canton, N. Y	1868	1868	N. W. Evans	Non-sect.	2	6	335	165	170	45	35		20	15	10	
920	Drew Seminary and Female College	Carmel, N. Y	1866	1867	George C. Smith, A. M	M. E	3	4	70	30	40		6	15				
921	Chappaqua Mountain Institute	Chappaqua, N. Y		1870	S. C. Collins, M. A	Friends	2	3	63	40	23							
922	Chatham Academy	Chatham Village, N. Y	1870	1870	E. H. Weatherbee, B. A		1	1	50	25	25	30	15	5	0	0	0	0
923	Cincinnatus Academy*	Cincinnatus, N. Y	1857	1857	E. C. Wheeler		2	2	120	70	50		15	5	10			12
924	Clinton Liberal Institute	Clinton, N. Y	1831	1832	I. Thornton Osmond, A. M	Univ.	4	4	124	76	48		6	8	10	8	5	1
925	Miss Walther's Private School	College Point, N. Y		1869	Miss Pauline Walther			2	20	8	12	20		20				
926	Poppenhusen Institute	College Point, N. Y	1868	1868	Joseph Schrenk	Non-sect.	2		75	61	14							
927	Dansville Seminary	Dansville, N. Y	1859	1858	Samuel H. Goodyear, A. B	Non-sect.	3	9	290	140	150	15	5	20	4	10	1	1
928	Deansville Academy	Deansville, N. Y		1856	Charles T. Porter		1		68	40	28	65	3					
929	Delaware Academy	Delhi, N. Y	1820	1819	Sheril E. Smith, A. M	Non-sect.	3	3	194	90	104	194	20	12	20	1	4	1
930	Aurora Academy	East Aurora, N. Y	1833	1833	D. J. Sinclair, A. M	Non-sect.	1	1	106	48	58	96	6	4				
931	East Bloomfield Academy	East Bloomfield, N. Y	1838		Miss Julia A. Osborne	Non-sect.	0	2	51	28	23	45	5	1	5	0		
932	East Hamburg Friends' Institute	East Hamburg, N. Y	1872	1871	Eunice H. Nichols	Friends	0	3	40	15	25	25	10				1	1
933	Marshall Seminary of Easton	Easton, N. Y	1863		A. W. Macy	Friends	1	2	60	30	30	20	1	2	0	0	0	0
934	Rural Seminary	East Pembroke, N. Y	1848	1848	John W. Kales		1	1	93	42	51	67	3	2	2	1		
935	Starkey Seminary	Eddytown, N. Y	1848	1842	B. F. McHenry, A. M	Christian	3	4	193	104	89	167	25	6	7	6	1	1
936	Methfessel Institute	Edgewater, N. Y		1862	A. G. Methfessel		4	1	74	47	27	74	1	60	1	4	0	2
937	Munro Collegiate Institute	Elbridge, N. Y	1839	1839	Truman K. Wright, A. M	Non-sect.	2	2	250	150	100	200	30	10	5	1	1	0
938	Fairfield Seminary	Fairfield, N. Y	1803	1804	Charles V. Parcell	Non-sect	4	2	130	80	50	85	25	20	4	3	5	
939	Fergusonville Academy	Fergusonville, N. Y	0	1848	James Oliver	Non-sect.	2	2	60	38	22	60	6	6	2		0	0
940	Fort Plain Seminary and Female Collegiate Institute.	Fort Plain, N. Y	1853	1853	Rev. A. Mattice, A. M	Non-sect.	5	6	150	73	77	125	25	8	12	0	0	0
941	Delaware Literary Institute	Franklin, N. Y	1835	1834	Rev. E. M. Rollo	Non-sect.	4	3	133	65	68	100	40	20	10	3		
942	Ten Broeck Free Academy	Franklinville, N. Y	1862	1867	William M. Benson, A. M	Non-sect.	2	4	205	110	95	15	10	6	7		1	
943	Friendship Academy	Friendship, N. Y	1849	1849	Prosper Miller	Non-sect.	1	3	120	70	50	100	15	5	2	4	2	
944	Falley Seminary	Fulton, N. Y	1836	1836	Rev. James Gilmour, A. M	Non-sect.	3	1	59	30	29	45	10	6	6	4	2	0
945	Gilbertsville Academy and Collegiate Institute.	Gilbertsville, N. Y	1840	1839	Rev. Abel Wood, A. M	Non-sect.	1	2	60	31	29	50	10		10			
946	Elmwood Seminary	Glen's Falls, N. Y			J. N. Whipple		1	1	60									
947	Glen's Falls Academy	Glen's Falls, N. Y	1841	1841	William McLaren	Non-sect.	2	4	250	120	130	225	10	15	3	2	1	
948	Gouverneur Wesleyan Seminary	Gouverneur, N. Y	1828	1829	Hiram W. Hunt	Non-sect.	3	3	115	52	63	83	14	8	13	0	0	0
949	Greenville Academy	Greenville, N. Y	1816	1816	James V. D. Ayers	Non-sect.	2		102	58	44	90	12	4			0	0
950	Half Moon Institute	Half Moon, N. Y	1851	1849	Hiram F. Savage, A. M		1	1	46	29	17	44	2					
951	Hartwick Seminary	Hartwick Seminary, N. Y.	1816	1815	Rev. James Pitcher, A. M	Lutheran	3	1	55	35	20				2		1	
952	Hudson Academy	Hudson, N. Y	1805	1807	Rev. William D. Perry		1	3	58	43	15	28	26	3	4	2	1	
953	Lansingburgh Academy	Lansingburgh, N. Y	1796	1796	Charles T. R. Smith	Non-sect.	1	2	99	42	57	95	4	0	3	2	0	0
954	Lawrenceville Academy*	Lawrenceville, N. Y	1861	1861	Emmett W. Sharon	Non-sect.	2	3	150	90	60	144	6	3	7			
955	Le Roy Academic Institute	Le Roy, N. Y	1864	1864	Wilfred H. Munro, A. M	Non-sect.	2	6	148	91	57	113	21	14	12	5		
956	Normal Institute	Liberty, N. Y	1847	1847	F. E. Wood	Non-sect.	1	1	75	30	45	75			20			

* From Report of Commissioner of Education for 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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	Genesee Wesleyan Seminary	Lima, N. Y.	1838	1837	Rev. George H. Bridgman, A. M.	M. E	5	5	260	140	120	....	....	....	....	....	....	....
958	Lowville Academy	Lowville, N. Y.	1808	1808	W. R. Adams, A. M	Non-sect.	3	3	185	87	98	126	59	10	10	12	2	....
959	Macedon Academy	Macedon, N. Y.	1842	1841	V. A. Crandall	Non-sect.	2	2	54	39	15	50	2	3	2	0	0	0
960	Franklin Academy	Malone, N. Y	1831	1831	M. E. McClary	Non-sect.	1	1	77	39	38	61	16	0	6	1	....	....
961	Marion Collegiate Institute	Marion, N. Y	1855	1856	J. Burns Fraser, A. M.	Non-sect.	2	3	217	94	123	177	40	28	7	6	6	2
962	Family School	Mechanicsville, N. Y.	0	1875	Rev. R. G. Williams	Presb	1	2	20	10	10	20	7	2	4	1	....	....
963	Mechanicsville Academy	Mechanicsville, N. Y.	1861	1860	Mrs. S. E. K. Ames	Non-sect.	1	9	151	80	71	130	20	12	15	2	3	....
964	Medina Academy	Medina, N. Y	1849	1849	John T. Cothran	Non-sect.	2	1	86	32	54	61	18	7	5	0	0	0
965	Mexico Academy	Mexico, N. Y.	1826	1820	Charles E. Havens	Non-sect.	2	3	150	80	70	70	60	20	15	....	6	....
966	Montgomery Academy	Montgomery, N. Y.	1791	1793	Benjamin C. Nevius, A. M.	Non-sect.	1	1	64	29	35	62	2	....	1	0	0	0
967	Monticello Academy	Monticello, N. Y	.....	1852	F. G. Snook	Non-sect.	2	4	198	109	89	193	5	....	2	0	0	0
968	Sherman Academy	Moriah, N. Y	1840	1840	Edward J. Owen, A. M.	Non-sect.	1	1	104	42	62	77	27	6	2	0	1	0
969	Naples Academy	Naples, N. Y.	1860	1860	Charles H. Davis	Non-sect.	2	3	76	45	31	59	7	10	2	3	1	....
970	Nassau Academy	Nassau, N. Y	.....	1868	Kate L. Hyser	Non-sect.	....	3	54	25	29	54	....	20	....	....	....	....
971	New Berlin Academy	New Berlin, N. Y	.....	1843	J. M. Sprague	Non-sect.	1	3	125	65	60	111	12	2	3	5	0	0
972	New Paltz Academy*	New Paltz, N. Y	.....	1833	Dr. H. M. Bauscher, A. B.	Non-sect.	2	2	70	40	30	55	5	10	1	1	2	....
973	Academy of the Holy Cross	New York, N. Y	.....	1858	Sister Mary Helena	R. C.	1	9	140	40	100	140	....	....	....	....	....	....
974	Friends' Seminary	New York, N. Y., (cor. Rutherford place and E. 16th st.)	1861	1860	Benjamin Smith, A. M.	Friends	4	8	124	66	58	....	....	....	....	....	2	....
975	German-American Institute	New York, N. Y., (336 W. 29th st.)	.....	1863	P. W. Moeller	.....	8	2	144	108	36	144	6	144	6	....	....	....

976	Mount Washington Collegiate Institute.	New York, N. Y., (40 Washington Square.)	0	1843	Hon. George W. Clarke, Ph.D	Non-sect.	7	2	106	85	21	106	40	42	16	14	10	....
977	St. Matthew's Academy	New York, N. Y., (cor. Broome & Elizabeth sts.	.....	.....	Edmund Bohm	Ev. Luth	6	4	310	170	140	310	12	80	12	....	....	....
978	St. Vincent's Free School	New York, N. Y., (Riverdale P. O.)	.....	1876	Sr. Teresa Magdalen Kennard.	R. C	....	4	145	55	90	....	....	....	....	....	....	....
979	Chili Seminary	North Chili, N. Y	1869	1869	B. H. Roberts, A. B	Fr. Meth.	2	2	82	50	32	30	18	24	13	....	2	0
980	Rockland College	Nyack, N. Y	1876	.....	William H. Bannister, A. M	Non-sect.	3	3	76	49	27	61	19	17	19	0	....	....
981	Onondaga Academy	Onondaga Valley, N. Y	1813	1813	Oliver W. Sturdevant	Non-sect.	2	5	162	78	84	104	32	16	13	15	0	1
982	Oxford Academy	Oxford, N. Y	1798	1798	Rev. Frank B. Lewis, A. M	.....	2	2	94	50	44	67	27	12	2	....	1	....
983	Sauquoit Academy*	Paris, N. Y	1849	1849	B. F. Miller	Non-sect.	2	2	73	40	33	70	3	0	1	0	0	0
984	Evans Academy	Peterboro', N. Y	1852	1851	Byron Wells	Non-sect.	1	1	81	45	36	70	10	5	3	....	0	0
985	Pike Seminary	Pike, N. Y	1856	1856	Irving B. Smith, A. B	.....	2	3	151	88	63	108	23	20	25	....	3	2
986	Pompey Academy	Pompey, N. Y	1811	1801	G. E. Ryan	Presb	1	....	38	28	10	36	2	....	2	....	....	....
987	Franklin Academy*	Prattsburg, N. Y	1824	1823	James Christie	.....	1	4	104	48	56	16	39	12	12	....	....	....
988	Pulaski Academy	Pulaski, N. Y	1854	1854	Sebastian Duffy, A. M	Non-sect.	2	2	100	55	45	50	20	10	10	5	3	....
989	Chamberlain Institute	Randolph, N. Y	1851	1851	Rev. J. T. Edwards, D. D	M. E	5	4	298	155	143	....	....	....	15	5	2	....
990	Red Creek Union Seminary	Red Creek, N. Y	1838	1837	Cyrus W. Waterman	Non-sect.	2	2	97	55	42	91	4	2	4	....	1	....
991	De Garmo Institute	Rhinebeck, N. Y	0	1864	James M. De Garmo, A. M	Non-sect.	4	5	120	65	55	75	40	10	5	0	1	0
992	Rochester Realschule	Rochester, N. Y., (7 and 9 Mortimer st.)	.....	1867	Hermann Pfaefflin	Non-sect.	2	3	111	56	55	111	....	12	....	3	....	....
993	St. Peter's Academy	Rome, N. Y	.....	1874	Rev. Mother Ignatius	R. C	....	9	255	75	180	255	....	40	....	....	....	....
994	Washington Academy	Salem, N. Y	1791	1780	J. A. McFarland, A. M	Non-sect.	2	7	360	175	185	350	12	10	4	4	3	....
995	Saugerties Institute	Saugerties, N. Y	1866	1866	Albert B. Wiggin, A. M	Non-sect.	1	2	113	52	61	81	32	18	14	0	3	0
996	Sodus Academy	Sodus, N. Y	1855	.....	Elisha Curtiss, M. A	Non-sect	2	4	311	120	191	180	20	111	10	12	2	1
997	Rogersville Union Seminary	South Dansville, N. Y	1852	1853	B. S. Partridge	Non-sect.	1	2	75	48	27	70	5	....	5	6	1	....
998	Southold Academy	Southold, N. Y	.....	1867	James R. Robinson	Presb	1	1	53	35	18	....	26	....	5	1	4	....
999	Griffith Institute and Springville Union School.	Springville, N. Y	1827	1830	Samuel W. Eddy	Non-sect.	*a*2	*a*3	156	74	82	132	24	....	8	1	....	....
1000	Mountain Institute	Suffern, N. N	0	1863	T. W. Suffern	Non-sect.	1	....	16	14	2	16	0	3	2	0	0	4
1001	Trumansburg Academy*	Trumansburg, N. Y	1854	1854	R. S. Smith	Non-sect.	3	1	79	39	40	59	10	10	3	4	1	....
1002	Unadilla Academy	Unadilla, N. Y	1852	1852	James O. Griffin	Non-sect.	1	3	109	56	53	56	23	30	6	5	2	1
1003	Oakwood Seminary	Union Springs, N. Y	1860	1858	Elijah Cook, jr	Friends	3	3	111	59	52	....	....	....	....	....	....	....
1004	Walton Academy and Union School	Walton, N. Y	1854	1854	Strong Comstock, A. M	Non-sect.	1	3	105	38	67	60	31	14	6	1	1	1
1005	Walworth Academy	Walworth, N. Y	1841	1841	J. Carlton Norris	Non-sect.	2	1	105	63	42	101	4	....	4	....	....	....
1006	Warrensburgh Academy	Warrensburgh, N. Y	1860	1853	W. S. Austin	Non-sect.	1	2	82	40	42	69	12	1	8	0	1	0
1007	River Side Seminary	Wellsville, N. Y	.....	1876	Prof. C. Herdsman, A. M	P. E	2	2	84	45	39	67	18	27	8	10	6	4
1008	West Winfield Academy	West Winfield, N. Y	1850	1850	Timothy H. Roberts	Non-sect.	3	3	161	80	81	100	30	31	15	10	....	....
1009	Whitestown Seminary	Whitestown, N. Y	1845	1845	James S. Gardner, A. M., Ph. D.	.....	5	3	315	196	119	250	75	15	60	....	12	....
1010	Middlebury Academy	Wyoming, N. Y	1819	1816	H. G. Davis, A. M	Non-sect.	1	2	79	39	40	65	6	9	4	0	2	0
1011	Belvidere Academy	Belvidere, N. C	.....	1836	William A. Symmes	Friends	1	1	55	25	30	35	20	....	8	....	1	....
1012	Rock Spring Seminary	Denver, N. C	1874	1873	D. Matt. Thompson, A. M	M. E. So	1	2	79	47	32	74	15	....	12	15	....	....
1013	East Bend Academy	East Bend, N. C	.....	.....	L. A. Speas	Baptist	1	....	72	40	32	72	....	5	....	....	....	....
1014	Graham High School	Graham, N. C	1874	1840	Rev. D. A. Long, A. M	Non-sect.	4	1	70	40	30	55	12	32	5	3	4	....
1015	Hicksville High School	Hayesville, N. C	0	1868	John O. Hicks	Non-sect.	1	1	72	42	30	72	0	0	....	....	....	....
1016	Somerville Institute	Leasburg, N. C	.....	.....	Miss Lillie Lea	Meth	....	1	20	8	12	20	2	2	....	....	....	....
1017	Lincoln Academy	Near Lincolnton, N. C	0	1877	Rev. W. R. Wetmore	Non-sect.	1	....	20	12	8	20	3	0	0	0	0	0
1018	Monroe High School	Monroe, N. C	1874	1874	J. D. Hodges, A. M	Non-sect.	2	1	120	74	46	73	44	3	20	0	0	0
1019	New Garden Boarding School	New Garden, N. C	1837	1837	G. N. Hartley, A. B	Friends	2	2	71	42	29	50	21	....	4	2	1	....

* From Report of the Commissioner of Education for 1875.

a In academic department.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
1020	Locust Hill Seminary	Pittsboro', N. C	.....	1860	Rev. Robert B. Sutton, D. D	Non-sect.	1	4	43	18	25	31	12	33	12	....	....	....
1021	Johnson Normal School	Raleigh, N. C	.....	1865	Louise S. Dorr	M. E	....	3	175	90	85	175	5	5	..	....	....	....
1022	Washington School	Raleigh, N. C., (box 407)	.....	1865	Miss Esther P. Hayes	Cong	0	5	340	145	195	340	....	....	0	0	0	0
1023	Sylvan Academy	Snow Camp, N. C	.....	1866	Della M. Newlin	Friends	....	1	30	20	10	30	....	....	..	....	....	....
1024	Williston Academy	Wilmington, N. C	0	1873	D. D. Dodge, superintendent	Cong	1	4	84	33	51	84	0	0	0	0	0	0
1025	Yadkinville School	Yadkinville, N. C	.....	1865	John D. Johnson	Non-sect.	1	1	25	15	10	12	2	1	1	....	....	....
1026	Albany Enterprise Academy[a]	Albany, Ohio	1865	1863	.....	Non-sect.	....	..	....	....	....	....	....	....	....	....	....	....
1027	Alum Creek Academy	Ashley, Ohio	0	1875	Clayton W. Townsend, M. D.	Friends	1	1	54	20	34	52	2	..	3	2	....	....
1028	Grand River Institute	Austinburg, Ohio	1832	1832	J. Tuckerman, A. M., Ph. D.	Non-sect.	3	2	303	163	140	205	99	30	..	..	2	....
1029	Bartlett Academy	Bartlett, Ohio	.....	1850	A. L. Roadarmour	Non-sect.	1	1	55	30	25	55	....	....	....	....	....	....
1030	Randall Academy	Berlin X Roads, Ohio	0	1870	I. V. Sheward	F. W. B.	1	0	42	22	20	42	..	..	4	2	3	0
1031	Beverly Academy*	Beverly, Ohio	1830	1830	R. J. Smith	C. Presb	1	1	70	37	33	70	15	0	..	....	0	0
1032	Canton Collegiate Institute	Canton, Ohio	.....	1869	Mrs. W. H. H. Avery	Non-sect.	....	2	40	20	20	33	7	..	5	..	2	....
1033	Academy of Central College	Central College, Ohio	1842	1840	Rev. F. A. Wilber, Ph. D	Presb	1	2	80	50	30	....	9	0	3	....	1	0
1034	Dague's Collegiate Institute	Chillicothe, Ohio, (cor. High and Arch sts.)	.....	1877	Thomas J. Dague, A. M	Non-sect.	2	3	25	20	5	20	5	4	4	....	....	....
1035	Hughes High School	Cincinnati, Ohio	0	1851	Eliab W. Coy	Non-sect.	9	6	172	108	274	b300	37	225	37	12	5	....
1036	Clermont Academy	Clermontville, Ohio	1874	1839	James K. Parker	Baptist	1	2	79	61	18	....	....	....	....	....	....	....
1037	Cleveland Academy	Cleveland, Ohio	1865	1861	Miss L. T. Guilford	Non-sect.	2	5	132	12	120	132	10	10	....	....	....	....
1038	Ewington Academy*	Ewington, Ohio	1858	1858	Alexander Baird, jr	Non-sect.	1	1	60	30	30	60	2	....	....	....	....	....
1039	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
1040	Germantown Institute	Germantown, Ohio	1874	1875	J. P. Hentz	Ev. Luth.	2	1	33	25	8	....	(33)	....	....	....	3	....
1041	Goshen Seminary*	Goshen, Ohio	.....	1860	L. M. Nevins	....	1	1	40	30	10	40	....	3	....	....	....	....

1042	Harlem Springs College	Harlem Springs, Ohio	1867	1858	John W. Dorrance, B. S	Non-sect.	2	1	103	63	40	90	13	....	13	90	0	0
1043	Hartford Academic Institute	Hartford, Ohio	1871	1871	A. Madole	Non-sect.	1	2	132	66	66	109	21	2	10	5	3	0
1044	Atwood Institute	Lee, Ohio	.....	.....	J. P. Wood	F. W. Bap	2	0	110	60	50	....	....	....	....	....	....	....
1045	Lexington Seminary	Lexington, Ohio	1860	1851	Miss Jane Gailey	U. Presb.	2	2	75	39	36	72	3	....	3	6	1	0
1046	Lodi Academy	Lodi, Ohio	.....	1869	R. S. Giles	Non-sect.	2	2	125	....	....	....	....	....	12	....	....	....
1047	Madison Seminary	Madison, Ohio	1845	1844	Charles A. Hebbard, B. S	Non-sect.	1	2	40	18	22	....	....	....	0	....	....	....
1048	Morning Sun Academy	Morning Sun, Ohio	1855	1852	Homer Sheeley	Non-sect.	1	0	22	14	8	7	15	0	5	0	0	0
1049	Madison Academy	Mt. Perry, Ohio	.....	1870	Rev. James White, A. M	Non-sect.	2	....	50	30	20	30	20	10	25	....	2	....
1050	New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown	Presb	1	2	50	27	23	50	7	....	....	....	1	....
1051	Pierpont Central High School*	Pierpont, Ohio	.....	1850	H. A. Andrews	Non-sect.	1	1	80	40	40	80	....	....	....	....	....	....
1052	Poland Union Seminary*	Poland, Ohio	1862	1862	Horace J. Clark, A. M	Presb	1	2	155	75	80	40	20	10	10	....	1	....
1053	Savannah Male and Female Academy.	Savannah, Ohio	1858	1858	A. R. Munford, A. B	Non-sect.	1	1	47	22	25	40	7	0	7	6	2	....
1054	Smithville High School	Smithville, Ohio	1866	1865	J. B. Eberly, M. A	U. Breth	4	1	200	175	85	....	....	....	....	....	30	....
1055	Salem Academy	South Salem, Ohio	1843	1842	J. O. Caldwell	Presb	2	3	70	40	30	....	....	....	....	....	3	....
1056	Plains Seminary	Tupper's Plains, Ohio	.....	1860	Morris Bowers	Non-sect.	1	1	70	40	30	....	....	....	....	....	....	....
1057	Twinsburgh Institute	Twinsburg, Ohio	0	1828	Samuel Bissell	Presb	1	1	111	....	....	111	13	5	13	0	0	0
1058	Western Reserve Seminary	West Farmington, Ohio	1855	1855	D. Butterfield	Meth	2	3	103	41	62	....	....	....	....	....	....	....
1059	Rayen High School	Youngstown, Ohio	1856	1866	Edwin S. Gregory, M. A	Non-sect.	2	1	69	26	43	3	(66)		6	....	3	....
1060	Albany Collegiate Institute	Albany, Oreg	1865	1865	L. J. Powell	Pr. (O. S.)	3	1	136	66	70	20	6	..	10	10	....	....
1061	Ashland Academy	Ashland, Oreg	0	1872	Rev. J. H. Skidmore	Non-sect.	4	3	225	115	110	200	25	20	....	....	0	0
1062	Grace Church Parish School	Astoria, Oreg	0	1864	Rev. T. A. Hyland	P. E	1	1	30	15	15	....	....	....	....	....	....	....
1063	Columbia City Academy	Columbia City, Oreg	1873	1873	S. L. Lovell	Non-sect.	2	1	50	25	25	50	3	1	3	5	3	1
1064	La Creole Academic Institute	Dallas, Oreg	1856	.....	S. F. Bennett	Non-sect.	1	2	140	80	60	....	....	....	10	....	1	....
1065	Grand Ronde Indian Agency Manual Labor Boarding and Day School.	Grand Ronde, Oreg	1874	1874	Sister Mary Infant Jesus	R. C	1	2	47	17	30	47	0	10	0	0	0	0
1066	Jefferson Institute	Jefferson, Oreg	1853	1853	James C. Campbell, A. M	Non-sect.	2	1	110	50	60	100	5	0	3	6	....	....
1067	Independent German School	Portland, Oreg	1870	1870	George Harold	Non-sect	1	1	70	50	20	70	....	70	....	....	....	....
1068	Umpqua Academy	Wilbur, Oreg	1857	1854	F. H. Grubbs	Meth	1	3	104	59	45	88	16	2	18	....	....	....
1069	Beaver College and Musical Institute.	Beaver, Pa	1853	1853	Rev. R. T. Taylor, D. D	M. E	3	4	188	42	146	76	27	23	2	2	1	0
1070	Bellefonte Academy*	Bellefonte, Pa	.....	.....	Rev. James P. Hughes, A. M		1	....	55	25	30	30	20	....	20	6	0	3
1071	Mountain Seminary	Birmingham, Pa	1853	1850	L. G. Grier	Presb	2	4	80	30	50	80	30	15	15	....	....	....
1072	Kallynean Academy	Boyertown, Pa	0	1866	I. B. Hankey, A. M	Luth	3	1	91	69	31	91	10	....	10	4	4	3
1073	Mt. Pleasant Seminary	Boyertown, Pa	.....	1848	L. M. Koons, A. M	Ref. Ger.	2	2	170	80	90	150	5	5	1	1	....	....
1074	Witherspoon Institute *c*	Butler, Pa	1849	1850	Rev. W. I. Brugh, D. D	Presb	2	1	....	....	....	....	....	....	....	....	....	....
1075	Chester Academy	Chester, Pa., (post-office box 164.)	0	1862	George Gilbert	Non-sect.	1	3	101	73	28	86	15	3	11	0	1	0
1076	Maplewood Institute	Concordville, Pa	1870	1870	Joseph Shortlidge, A. M	Friends	3	3	46	....	....	40	6	5	2	....	1	....
1077	Doylestown Seminary	Doylestown, Pa	1867	1866	Rev. M. L. Hofford, A. M	Non-sect.	4	7	185	140	45	90	70	25	....	....	....	....
1078	Trach's Academy	Easton, Pa	.....	1872	Reuben H. Trach		4	1	160	130	30	150	5	5	3	....	1	....
1079	Eldersridge Academy	Elder's Ridge, Pa	1876	1847	Rev. Alexander Donaldson, D. D.	Presb	3	0	65	53	12	15	50	5	25	0	5	0
1080	Keystone Academy	Factoryville, Pa	1868	1869	Rev. John H. Harris, A. M	Baptist	4	3	183	112	71	133	50	12	....	....	6	....
1081	Friends' Graded School	Germantown, Pa., (Maplewood avenue.)	.....	.....	O. S. Fell	Friends	1	1	30	13	17	....	0	....	0	0	0	0
1082	Friends' Select School	Germantown, Pa., (Germantown avenue.)	0	1845	Henry N. Hoxie	Friends	3	5	66	29	37	66	25	4	3	1	2	0

*From Report of the Commissioner of Education for 1875.

a School closed temporarily. *b* In Latin-English course. *c* Suspended in October, 1876; to be reopened in May, 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
1083	Mt. Dempsey Academy	Landisburg, Pa	.....	1856	J. Calvin Sheibley and S. C. Cooper.	Non-sect.	2	....	45	....	....	40	5	..	2	....	....	....
1084	Leechburg Lutheran Academy *a*	Leechburg, Pa	1864	1864	F. T. Hoover, director	Ev. Luth.	....	....	....	....	....	....	....	..	....	....	....	....
1085	Greenwood Seminary	Millville, Pa	1851	1850	A. W. Potter, B. E	Friends .	1	2	122	64	58	122	2	..	....	....	....	....
1086	Cedar Hill Seminary	Mount Joy, Pa	.....	1874	D. Denlinger	M. E	3	4	79	65	14	....	..	..	....	....	....	....
1087	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
1088	Laird Institute	Murrysville, Pa	.....	1862	Rev. George M. Spargrove, A. M.	.....	2	....	55	31	24	39	14	2	12	....	5	....
1089	Lake Shore Seminary	North East, Pa	1870	1871	Rev. L. T. Kirk, A. M	Meth....	3	5	165	75	90	100	20	40	20	25	....	....
1090	Parkesburg Classical Institute	Parkesburg, Pa	.....	1857	Rev. J. L. Landis	Non-sect.	1	1	82	50	32	...	25	5	6	2	3	....
1091	Friends' Central School	Philadelphia, Pa., (s. w. cor. 15th and Race sts.)	0	1845	Aaron B. Irvins and Annie Shoemaker.	Friends .	8	10	105	150	145	....	....	....	....	....	....	....
1092	Friends' Girard Avenue School	Philadelphia, Pa., (Girard ave. and 17th st.)	0	1872	Lizzie Pratt	Friends .	0	5	107	....	....	....	....	..	0	0	0	0
1093	Friends' School	Philadelphia, Pa., (4th and Green sts.)	.....	.....	Annie Heacock	Friends .	....	4	77	39	38	....	0	....	....	....	....	....
1094	Private School	Philadelphia, Pa., (1313 Poplar st.)	.....	.....	Miss Mary Ann Fisher	P. E.....	....	1	40	25	15	40	....	..	....	....	....	....
1095	Reid Institute	Reidsburg, Pa	.....	1863	J. L. Myers	Baptist..	1	1	25	16	9	24	1	....	2	2	2	....
1096	Clarion Collegiate Institute	Rimersburg, Pa	1858	1859	A. Fleming, jr	.....	4	1	110	62	48	101	9	5	6	0	2	1
1097	Merrill's Academic School	Scranton, Pa	0	1870	Hubert H. Merrill, A. M	Non-sect.	1	2	100	60	40	100	21	35	8	12	0	0

1098	Classical department of Missionary Institute.	Selin's Grove, Pa	1859	1878	P. Born	Luth	2	2	102	86	16	41	61	23	16	....	7	....
1099	Stewartstown English and Classical Institute.	Stewartstown, Pa	.....	1855	R. S. Maxwell	Non-sect.	1	....	59	26	33	59	....	....	....	....	....	....
1100	Westtown Boarding School	Street Road, Pa	.....	1799	Benjamin W. Passmore, superintendent.	Friends	7	6	230	142	88	....	3	0	....	....	3	....
1101	Susquehanna Collegiate Institute	Towanda, Pa	1853	1854	Edwin E Quinlan	Presb	2	5	134	69	65	82	43	9	14	....	3	1
1102	Washington Hall Collegiate Institute.	Trappe, Pa	0	1830	Abel Rambo, A. M	Non-sect.	3	2	103	76	27	94	9	....	2	....	0	....
1103	Hamiltonian Institute	Uniontown, Pa	.....	1873	Rev. J. M. Hantz, A. M	Luth	2	1	60	45	15	47	10	3	4	....	2	....
1104	Unionville Institute*	Unionville, Pa	1830	1830	Jacob W. Harvey	Non-sect.	3	1	70	40	30	....	....	....	....	....	....	....
1105	Williamsport Dickenson Seminary	Williamsport, Pa	1849	1849	Rev. Edward J. Gray	M. E	6	3	166	101	65	....	....	....	....	....	....	....
1106	Prince's Hill Family and Day School.	Barrington Centre, R. I	0	1870	Isaac F. Cady, A. M	Non-sect.	1	0	47	32	15	39	8	0	4	0	1	0
1107	Island High School	New Shoreham, R. I	0	1875	Arthur W. Brown	Non-sect	1	1	17	12	5	17	....	....	0	0	0	0
1108	Friends' New England Boarding School.	Providence, R. I	1819	1819	Albert K. Smiley, A. M	Friends	6	7	201	105	96	....	80	40	10	0	8	0
1109	Avery Normal Institute	Charleston, S. C	0	1865	Amos W. Farnham	Non-sect.	3	7	310	137	173	268	42	0	16	0	0	0
1110	Brainerd Institute	Chester, S. C	.....	1869	Rev. Samuel Loomis	Presb	2	1	277	....	....	....	12	....	....	....	....	....
1111	Benedict Institute	Columbia, S. C	0	1870	Rev. Lewis Colby, A. M	Baptist	2	1	100	....	....	....	....	....	....	....	....	....
1112	Curryton Baptist High School	Curryton, Edgefield County, S. C.	.....	1875	A. S. Townes, A. B	Baptist	1	1	45	29	16	45	12	2	2	....	....	....
1113	Gowensville Seminary	Gowensville, S. C	1873	1859	Rev. Thomas J. Earle	Non-sect	1	3	109	58	51	90	16	....	4	....	....	....
1114	Brewer Normal School*	Greenwood, S. C	.....	1872	J. D. Backenstose	Cong	1	....	27	17	10	....	....	....	6	....	2	....
1115	Lexington High School	Lexington C. H., S. C	0	1875	W. D. Schoenberg	Non-sect	1	1	79	38	41	70	2	7	2	....	....	....
1116	Masonic Male and Female Academy.	Alexandria, Tenn	1857	1857	H. L. W. Gross	Non-sect.	2	....	130	80	50	130	15	1	20	10	....	....
1117	Ebenezer Male and Female Academy.	Big Bottom, Tenn	1866	1867	I. M. Dickson	M.E. So	2	1	95	50	45	....	....	....	....	....	....	....
1118	Enon Seminary	Butler, Tenn	1871	1870	L. L. Maples	Baptist	1	....	30	10	20	30	....	....	0	0	0	0
1119	Buffalo Institute	Cave Spring, Tenn	1868	.....	Josephus Hopwood	Christian	2	1	87	53	34	83	4	....	4	....	1	....
1120	Centreville Academy*	Centreville, Tenn	1843	1843	Rev. Ed. W. Halbach	Non-sect.	1	1	53	25	28	40	10	5	....	....	....	....
1121	Chapel Hill High School*	Chapel Hill, Tenn	1856	1859	S. V. Wall	.....	1	2	80	32	48	59	21	....	21	....	2	....
1122	Tracy Academy	Charlotte, Tenn	1806	1806	James C. Armstrong, A. M	Non-sect.	1	....	55	40	15	25	20	6	....	....	0	0
1123	Chatata Seminary	Chatata, Tenn	1868	1867	W. L. Cate	Non-sect	1	1	100	55	45	94	6	0	0	0	0	0
1124	Clifton Masonic Academy	Clifton, Tenn	1856	1856	J. N. Ellis	.....	1	2	99	60	39	94	5	0	....	....	....	....
1125	Cane Creek Academy	Cog Hill, Tenn	1868	1868	S. N. Newman	Non-sect	3	0	145	65	80	45	15	....	....	....	....	....
1126	Stonewall Male and Female College.	Cross Plains, Tenn	1873	1874	William Lipscomb	Non-sect	4	1	115	70	45	95	25	15	....	....	....	....
1127	Cullcoka Institute*	Cullcoka, 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
1128	Lauderdale Male and Female Institute.	Durhamville, Tenn	1856	1857	Isaac L. Case	.....	1	2	47	15	32	35	12	0	0	0	0	0
1129	Flag Pond Seminary*	Flag Pond, Tenn	.....	1870	Nat. E. Hyder	.....	1	1	140	95	45	45	13	....	....	....	....	....
1130	Friendsville Institute	Friendsville, Tenn	.....	1855	William Russell, A. B	Friends	1	2	118	68	50	118	....	....	....	....	....	....
1131	Rhea Academy *b*	Greeneville, Tenn	.....	1850	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
1132	West Tennessee Seminary	Hollow Rock, Tenn	1875	1874	Prof. W. Stanford	M. E	1	1	72	28	44	68	14	12	3	0	0	....
1133	Huntington Male and Female Academy.	Huntingdon, Tenn	1847	1847	D. S. Crosby	.....	1	2	65	30	35	....	....	....	15	....	4	....
1134	Sam Houston Academy	Jasper, Tenn	1836	1836	A. J. Robert, LL. B., A. M	.....	2	2	172	90	82	168	4	....	....	....	....	....

* From Report of the Commissioner of Education for 1875. *a* School closed at present. *b* Temporarily closed; to reopen September 1, 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	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
1135	South Normal School and Business Institute, (academic departm't.)	Jonesboro', Tenn	.....	1876	Wise and Presnell	Non-sect.	3	3	220	120	100	180	40	20	20	....	2	....
1136	Masonic Academy	Liberty, Tenn	1870	1868	John Bryan	Non-sect.	1	1	60	....	....	48	2	....	2	0	0	0
1137	Hopewell Academy	Lincoln, Tenn	.....	1873	John A. Ramsay, A. B	U. Presb.	1	1	38	23	15	36	2	....	2	....	....	....
1138	Savannah Grove Academy	Long Savannah, Tenn	1867	1867	I. D. Parks	Non-sect.	1	....	45	25	20	45	....	....	0	0	0	0
1139	Loudon High School	Loudon, Tenn	1869	1870	G. W. Scribner, A. B	C. Presb.	2	1	90	50	40	....	....	....	....	....	6	....
1140	Lynchburg Male and Female Institute.	Lynchburg, Tenn	1870	1870	A. T. Scitz, A. M	.....	1	1	79	49	30	73	6	0	2	....	....	....
1141	Macedonia Academy*	Near McKenzie, Tenn	1867	1867	B. F. Thompson	C. Presb.	1	0	46	22	24	45	1	0	2	2	0	0
1142	McKenzie College, (preparatory department.)	McKenzie, Tenn	1871	1868	E. H. Randle, A. M	Non-sect.	1	1	76	42	34	68	12	5	10	25	15	....
1143	Waters and Walling College*	McMinnville, Tenn	.....	1869	I. N. Jones	Christian	1	2	110	60	50	100	10	....	8	20	....	....
1144	Martin Male and Female Academy	Martin, Tenn	.....	1875	G. A. Hays	Non-sect.	2	1	150	80	70	90	15	10	18	90	2	....
1145	Mt. Pleasant Female Academy	Mt. Pleasant, Tenn	.....	.....	R. E. Binford, A. M	Non-sect.	2	2	80	35	45	50	20	10	35	....	10	5
1146	McMinn Grange High School	Mouse Creek, Tenn	.....	1876	Z. T. John	.....	1	1	65	35	30	65	....	....	....	....	1	....
1147	Nashville Normal and Theological Institute.	Nashville, Tenn	0	1866	Rev. D. W. Phillips, D. D	Baptist	2	3	116	72	44	92	14	....	....	....	....	....
1148	Holston Seminary*	New Market, Tenn	1831	1828	W. R. Turner	M. E	1	1	70	45	25	63	7	....	....	....	....	....
1149	Oak Hill Institute*	Norris's Creek, Tenn	1869	1868	P. Himebaugh	Non-sect.	2	3	150	103	56	138	20	8	20	40	40	20
1150	Chattanooga District High School*	Ooltawah, Tenn	1868	1869	R. H. Brown, A. B	M. E. So	1	2	80	40	40	75	5	....	10	2	....	....
1151	Temperance Hall	Orme's Store, Tenn	.....	.....	W. E. Stephens	.....	1	2	150	80	70	90	60	10	50	20	10	5
1152	Mrs. Welch's School	Paris, Tenn	.....	1869	Mrs. S. H. Welch	Non-sect.	1	1	78	47	31	66	12	....	30	35	....	....
1153	Woolsey College	Peach Grove, Tenn	.....	.....	.....	F. W. Bap												

1154	Oak Grove Academy*	Pin Hook Landing, Tenn.	0	1867	(Vacant)	M.E.So	1	....	50	30	20	50	0	0	5	0	3	0
1155	Clear Spring Academy	Rheatown, Tenn	1851	1850	J. B. Pence	C. Presb	1	....	47	28	19	12	1	....	....	....	....	....
1156	Ripley Academy	Ripley, Tenn	1847	1850	Hugh T. Hanks	Non-sect.	1	....	45	21	24	39	6	....	4	....	1	....
1157	Sequatchie College	Roberson's X Roads, Tenn	1870	1865	A. F. Moore	Non-sect.	2	1	100	61	39	91	9	....	....	....	....	....
1158	Madison Academy	Rutledge, Tenn	1844	1844	J. M. Davidson	Non-sect.	1	1	110	80	30	80	30	10	10	....	....	....
1159	Fulton Academy*	Smithville, Tenn	1850	1850	James Thomas	Non-sect.	2	1	75	35	40	30	5	0	4	4	3	0
1160	Cumberland Institute*	Near Sparta, Tenn	0	1850	James Tate Williams	C. Presb	1	1	42	28	14	38	2	2	....	....	....	....
1161	Nourse Seminary	Sparta, Tenn	.....	.....	William R. Smith	Non-sect	2	1	89	55	34	51	15	22	9	5	....	....
1162	White Seminary	Sparta, Tenn	....	1856	J. P. Kelton	Non-sect.	1	1	78	45	33	77	....	....	....	....	....	....
1163	Melrose Institute*	Trenton, Tenn	1870	1869	G. R. McGee	Non-sect.	1	3	157	21	136	126	31	5	....	....	....	....
1164	Obion College	Troy, Tenn	1875	1875	T. P. Walker and C. A. Brown	Non-sect.	2	2	67	37	30	60	7	0	....	....	....	....
1165	Pleasant Grove Seminary	Tyner's Station, Tenn	0	1874	W. H. Walker	Non-sect.	1	1	100	52	48	100	0	0	....	....	....	....
1166	Watauga Academy*	Watauga, Tenn	.....	.....	Miss Jennie Stover	.....	....	1	20	....	....	....	....	....	....	....	....	....
1167	Gonzales College	Gonzales, Tex	1848	1848	J. V. Bradford	Non-sect.	2	2	100	60	40	100	15	0	3	....	0	0
1168	Lancaster Masonic Institute	Lancaster, Tex	.....	1872	Smith Ragsdale	Non-sect.	2	2	110	60	50	75	10	2	10	25	....	....
1169	Riverside Institute	Lisbon, Tex	0	1875	Rev. James R. Malone, A. M.	.....	1	1	64	40	24	53	11	0	0	0	0	0
1170	Wilcy University	Marshall, Tex	0	1873	Rev. William H. Davis, A. B.	M. E.	2	....	46	27	19	....	....	....	....	....	....	....
1171	Owensville High School*	Owensville, Tex	1872	1872	T. W. Jones	Meth	1	1	70	30	40	70	16	50	5	8	0	0
1172	Alamo Select School	San Antonio, Tex	.....	1876	James T. Briggs	Presb	1	1	32	22	10	26	6	19	4	5	....	....
1173	St. Mary's Hall*	San Antonio, Tex	0	1857	James T. Briggs, A. M	P. E.	2	1	150	63	87	130	20	98	10	18	7	15
1174	Coronal Institute	San Marcos, Tex	.....	1870	Maj. J. H. Bishop	M.E.So	3	3	150	75	75	130	20	....	20	52	6	....
1175	AddRan College	Thorp's Spring, Tex	....	1873	A. Clark	.....	5	2	170	95	75	130	40	6	....	....	....	....
1176	Barre Academy	Barre, Vt	1849	1850	J. S. Spaulding, A. M., LL. D	Cong	3	2	225	120	96	44	181	....	75	....	10	65
1177	Goddard Seminary	Barre, Vt	1863	1870	Henry Priest, A. B	Univ	5	2	120	80	40	110	12	15	12	10	7	3
1178	Bradford Academy and Union High School.	Bradford, Vt	1819	1820	Frank P. Magregor	Non-sect	1	3	60	35	25	50	10	0	0	0	0	0
1179	Brattleboro' Academy*	Brattleboro', Vt	1801	1801	V. F. Lang, A. M	Cong	2	3	95	53	42	67	28	4	10	....	1	....
1180	Bristol Academy	Bristol, Vt	0	1855	Leicester F. Benton	Non-sect.	2	4	130	58	72	....	12	0	12	....	0	0
1181	Derby Academy	Derby Centre, Vt	1840	1839	E. C. Allen, A. M	Baptist	1	3	300	150	150	250	25	25	5	....	....	....
1182	Essex Classical Institute	Essex Centre, Vt	.....	.....	W. D. Mackintosh	Non-sect	1	....	39	19	20	....	....	....	....	....	....	....
1183	Christ Church School	Fairfax, Vt	.....	1869	Rev. Josiah Swett, D. D	P. E.	1	1	34	18	16	34	6	....	....	....	....	....
1184	Orleans Liberal Institute	Glover, Vt	.....	1852	Henry Babcock	Univ	1	1	68	23	45	68	2	0	....	....	....	....
1185	Hardwick Academy*	Hardwick, Vt	1860	1861	J. H. McLoud	Liberal	1	1	80	32	48	....	5	....	1	0	0	0
1186	Lamoille Central Academy	Hyde Park, Vt	0	1858	H. B. Chittenden	Non-sect.	1	3	100	53	47	81	10	9	3	0	0	0
1187	Jericho Centre Academy*	Jericho, Vt	0	1873	George W. Henderson	Non-sect	1	....	25	18	7	18	4	3	2	....	....	....
1188	Black River Academy	Ludlow, Vt	1834	1835	Charles G. Farwell	Non-sect.	1	3	199	92	107	80	12	....	6	....	3	....
1189	Lyndon Literary Institution	Lyndon Centre, Vt	1867	1868	John S. Brown, A. M	F.W.Bap	2	2	96	43	53	50	46	12	20	2	1	....
1190	McIndoe's Falls Academy	McIndoe's Falls, Vt	....	.....	A. H. Kinerson	Non-sect.	1	1	52	25	27	49	3	....	1	0	0	0
1191	Morgan Academy	Morgan, Vt	1866	1867	J. C. Cobb	Cong	1	....	31	18	13	30	....	....	....	....	....	....
1192	Becman Academy	New Haven, Vt	1869	1855	H. S. Perrigo, A. M	.....	1	2	61	29	32	33	19	1	6	1	....	....
1193	Norwich English and Classical Boarding School.	Norwich, Vt	1867	1868	William H. Ray	Non-sect.	3	....	42	30	12	40	15	0	5	3	3	2
1194	Caledonia County Grammar School	Peacham, Vt	1795	1797	C. A. Bunker, A. M	Non-sect	1	4	172	87	85	132	40	0	12	0	0	0
1195	Troy Conference Academy	Poultney, Vt	1835	1835	Rev. Martin E. Cady, A. M	M. E.	4	4	344	144	200	174	47	23	14	4	1	2
1196	St. Johnsbury Academy	St. Johnsbury, Vt	1842	1843	Rev. Homer T. Fuller, A. M	Non-sect	4	5	234	121	113	131	103	21	60	....	11	2
1197	Vermont Academy	Saxton's River, Vt	1872	1872	Horace M. Willard	Baptist	3	1	38	22	16	18	20	4	12	0	0	0
1198	Shoreham Central High School*	Shoreham, Vt	1810	1811	Henry M. Boyce	Non-sect	1	2	70	30	40	65	12	....	....	....	....	....
1199	Green Mountain Perkins Academy	South Woodstock, Vt	1848	1849	Edgar H. Aldrich, A. M	Univ	5	3	94	51	43	64	22	8	12	3	1	0
1200	Thetford Academy and Boarding School.	Thetford, Vt	1819	1819	David Turner, A. M	Cong	1	1	105	55	50	105	10	4	10	....	1	....

* From Report of the Commissioner of Education for 1875.

a One of these entered school of law and four school of medicine.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1201	Yeates' Lower School	Belleville, Va	1731	.....	Richard L. Brewer	Non-sect.	1	....	30	18	12	30	3	0	3	5	2	....
1202	Elk Creek Academy	Elk Creek, Va	.....	1869	William W. Smith, A. B	Meth. So	1	1	67	34	33	60	7	0	7	0	2	0
1203	Church and Home School for Girls and Small Boys.	Herndon, Va	.....	1876	Mrs. M. M. Castleman	P. E	....	2	17	6	11	15	2	5	0	0	0	0
1204	Union Academy	Spout Spring, Va	1840	1840	C. H. Chilton	Non-sect.	1	0	45	25	20	40	5	0	6	4	2	2
1205	Suffolk Collegiate Institute	Suffolk, Va	1871	1871	Rev. W. B. Wellons, D. D., president.	Christian	3	1	105	65	40	105	15	6	12	6	2	....
1206	St. Alphonsus' School	Wheeling, W. Va	.....	1858	August Volkenrath	R. C	1	6	420	200	220	360	0	420	0	....	....	....
1207	St. Joseph's Academy*	Wheeling, W. Va	.....	1865	Mother Mary de Chantal	R. C	....	11	190	55	135	190	..	58	....	....	....	....
1208	St. Mary's School*	Wheeling, W. Va	.....	1869	Sister Mary Loret o	R. C	....	3	133	60	73	133	....	48	....	....	....	....
1209	Albion Academy and Normal Institute.	Albion, Wis	1855	1856	Rev. A. R. Cornwall, A. M	S. D. Bap.	6	6	269	146	123	....	80	17	....	....	....	....
1210	Dupont Academy	Dupont, Wis	1876	1876	Julia F. Bliss	Cong	....	1	....	....	....	....	....	....	....	....	....	....
1211	Elroy Seminary	Elroy, Wis	1874	1872	Rev. F. M. Washburn, A. B	U. Breth.	2	2	127	66	61	117	10	6	3	....	....	....
1212	Wisconsin Female College	Fox Lake, Wis	1855	1856	Rev. A. O. Wright, M. A	Cong	2	5	112	47	65	....	....	....	....	....	....	....
1213	Jefferson Liberal Institute *a*	Jefferson, Wis	1866	1866	.....	Univ	....	....	....	....	....	....	....	....	....	....	....	....
1214	German and English Academy	Milwaukee, Wis	1851	1851	W. N. Hailmann	Non-sect.	5	5	212	136	76	....	....	....	....	....	4	5
1215	Rochester Seminary	Rochester, Wis	1867	1866	R. F. Pouley, B. S	F. W. Bap	1	2	123	59	64	(12)	....	2	....	....	....	....
1216	Carroll College	Waukesha, Wis	1845	1845	W. L. Rankin, A. M	Presb	3	3	144	83	61	....	37	20	....	....	2	....
1217	Miss Calkins' Select School	Washington, D. C., (209 Pennsylvania ave., S. E.)	.....	.....	Miss R. N. Calkins	.....	....	1	36	24	12	....	....	....	....	....	....	....
1218	Misses Perley's Select School	Washington, D. C., (509 4th st.)	.....	1871	Misses Perley	.....	....	2	65	30	35	65	....	9	....	....	....	....

1219	Select School	Washington, D. C., (708 11th st.)	.....	1875	Sarah A. Pollock	.....	....	1	12	7	5	12	....	12	....	....	....	....
1220	English and Classical School	Santa Fé, N. Mex	1875	1875	George W. Riggle	Presb	.....	.....	50	25	25	....	2	....	....	....	....	....
1221	Beaver Seminary	Beaver City, Utah	.....	1873	N. E. Britt	Meth	....	1	60	30	30	60	....	....	0	0	0	0
1222	St. John's School	Logan City, Utah	0	1873	Rev. W. H. Stoy, B. D	P. E	1	1	65	35	30	63	2	0	2	0	2	0
1223	Wahsatch Academy	Mt. Pleasant, Utah	.....	1875	Rev. D. J. McMillan, A. M	Presb	(a)		150	....	....	....	....	....	....	....	....	....
1224	School of the Good Shepherd	Ogden, Utah	.....	1870	Charles G. Davis	P. E	1	2	161	86	75	161	....	....	....	....	....	....
1225	Brigham Young Academy	Provo City, Utah	.....	1875	Prof. Karl G. Maeser	Mormon	2	1	212	96	116	212	....	6	....	29	....	....
1226	Rocky Mountain Seminary	Salt Lake City, Utah	.....	1872	A. E. Lasher, A. M	Meth	2	4	130	90	40	90	20	25	50	60	1	2
1227	St. Mark's Grammar School	Salt Lake City, Utah	.....	1867	Rev. Geo. D. B. Miller, A. M.	P. E	1	12	436	200	236	410	26	2	20	....	....	....
1228	Salt Lake Collegiate Institute	Salt Lake City, Utah	0	1875	John M. Coyner, Ph. D	Presb	1	3	151	80	71	151	8	2	3	....	....	....
1229	University of Washington Territory.*	Seattle, Wash	1861	1864	Rev. George F. Whitworth, A. M., president.	Non-sect.	3	1	24	10	14	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1875.

a School suspended at present.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART I.—*Schools for boys.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free-hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	Park High School	0	0	0	0	.....	.....	900	.....	$35	.....	.....	.....	.....	39	September 20.
2	Golden Gate Academy	.....	×	×	×	.....	×	200	.....	80	$100,000	.....	.....	$21,000	40	August 3.
3	Sacramento Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44	
4	Sacred Heart College	×	×	×	×	×	.....	1,500	500	*a*20	100,000	.....	.....	10,000	48	July.
5	Urban Academy	×	.....	0	0	0	×	0	0	*a*110	*b*500	$0	$0	6,000	44	July 9.
6	Bethany Academy	×	×	×	×	.....	.....	500	150	*c*250	20,000	.....	.....	2,000	40	Sept., 1st Mon.
7	Commercial and Military Institute	0	0	0	0	0	×	0	.....	60	.....	0	0	2,000	40	Sept., 1st Mon.
8	Hill's Academy	.....	×	.....	.....	×	×	0	0	25	.....	.....	125	300	40	September 20.
9	Greenwich Institute	0	0	0	0	.....	.....	100	.....	.....	30,000	.....	.....	8,500	.....	
10	Woodburn	.....	.....	.....	.....	0	0	300	.....	360	35,000	.....	.....	.....	40	September 15.
11	Bulkeley School	0	0	0	0	0	×	25	.....	0	*45,000	.....	.....	0	40	September 1.
12	Hillside Family School for Boys	×	×	×	×	.....	.....	200	.....	78–100	20,000	.....	.....	.....	39	Sept., 1st week.
13	The Selleck School	×	×	×	×	0	.....	.....	.....	*c*350	50,000	.....	.....	*c*35,000	40	May and Nov.
14	Select Boarding and Day School	.....	.....	.....	×	.....	×	.....	.....	60–100	20,000	.....	.....	.....	44	September 1.
15	Family School for Boys*	×	×	×	×	0	0	200	.....	*c*300	10,000	.....	.....	*c*4,700	40	September 20.
16	Alworth Hall	.....	.....	×	.....	.....	.....	.....	.....	*c*360	17,000	.....	.....	.....	40	Sept., 2d Wed.
17	The Gunnery; Family Boarding School.	.....	×	.....	×	0	0	200	.....	*c*500	15,000	0	0	4,000	40	May.
18	Wilton Boarding Academy	.....	.....	×	.....	.....	.....	.....	.....	.....	10,000	.....	.....	.....	48	May 1.
19	Select Family School for Boys	.....	×	×	×	.....	.....	.....	.....	*c*350	20,000	.....	.....	.....	40	September 19.
20	Rugby Academy	×	×	.....	.....	×	×	2,000	200	75	.....	.....	.....	4,000	40	Sept., 1st Mon.
21	Hearn Manual Labor School	×	.....	.....	.....	.....	.....	.....	.....	20–40	4,000	6,000	450	850	40	September 1.
22	Slade's School for Boys	.....	.....	.....	.....	×	×	.....	.....	60	1,000	.....	.....	2,250	40	October 1.
23	Cuthbert Male High School	0	0	0	0	0	0	0	.....	30–50	12,500	0	0	1,563	40	Jan., 1st Mon.
24	Crawford High School	0	0	0	0	0	0	0	.....	*a*30	10,000	0	0	1,500	40	September.
25	Andrew Male High School	0	0	0	0	0	0	0	0	25–50	3,000	0	0	900	40	Jan., 3d Mon.
26	Hilliard Institute*	0	0	0	0	0	0	.....	.....	.....	2,500	.....	.....	900	40	January, 2d week.
27	Fort Valley Male Academy	0	0	0	0	0	0	0	.....	35	2,000	0	0	500	40	January 15.

28	Samuel Bailey Male Academy	0	0	0	0	0	0	500	0	a35	20,000	0	0	2,000	40	August.
29	La Grange High School	0	0	0	0	0	0	0	0	a35	1,000	0	0	600	40	January, 2d week.
30	Madison Male High School	×	0	0	0	0	0	0	0	a40	0	0	0	1,759	40	Sept., 1st Wed.
31	Marietta Male Institute*	0	0	0	0	0	0	.....	.....	40	2,000	.....	.....	.....	40	September 1.
32	Perry Male School	0	0	0	0	0	0	0	0	31½	.....	.....	.....	800	38	January.
33	Rome Male High School	.....	.....	.....	.....	×	.....	.....	.....	45	3,000	.....	.....	1,500	40	January 8.
34	Rome Military Institute	.....	.....	.....	.....	.....	.....	.....	.....	30–50	2,000	.....	.....	1,500	40	September 1.
35	Fletcher Institute	0	0	0	0	0	0	0	.....	50	5,000	0	0	2,500	.....	September.
36	Washington Male Academy	0	0	0	0	0	0	.....	.....	30–45	3,000	0	0	1,000	40	September.
37	Morgan Park Military Academy	×	×	×	×	0	0	200	175	100	30,000	0	0	4,000	40	September 14.
38	Todd Seminary for Boys*	×	×	×	×	×	×	500	.....	.....	12,000	.....	.....	c6,000	40	Sept., 1st Tues.
39	St. Mary's Academy	×	×	×	.....	0	0	150	5	16–24	15,086	.....	.....	1,800	41	Sept., 1st Mon.
40	St. Francis Xavier's Academy	0	0	×	.....	0	0	200	50	11	1,000	0	0	500	45	Sept., 1st Mon.
41	Forest Academy	×	×	×	×	×	×	500	.....	50	25,000	0	0	5,000	40	Sept., 1st Mon.
42	Danville Classical and Military Academy.	.....	.....	×	×	×	.....	400	.....	50, 60	30,000	.....	.....	4,000	40	September 10.
43	Preparatory and Select School of the Abbey of Gethsemani.	0	0	0	0	0	0	68	0	90	4,000	0	0	1,720	43	Sept., 1st Mon.
44	Lancaster Male Academy	0	0	0	0	0	0	0	.....	24–40	1,500	0	0	1,200	40	Sept., 1st Mon.
45	Threlkeld Select School	0	0	0	0	0	×	.....	.....	80	8,100	.....	.....	4,650	40	Sept., 1st Mon.
46	Bethel Academy	0	0	0	0	0	0	0	.....	60	6,000	4,500	350	1,200	40	September 4.
47	Prof. W. H. Lockhart's School*	×	×	.....	.....	0	×	.....	.....	60	3,500	.....	.....	1,600	40	Sept., 2d Mon.
48	Morehouse College	0	.....	×	×	0	0	0	.....	30–40	3,000	.....	.....	1,200	40	September 1.
49	St. Matthew's Academy	×	×	×	×	.....	×	250	50	30	2,500	1,000	100	600	42	September 15.
50	St. Aloysius Academy	.....	.....	×	.....	×	×	1,600	50	.....	.....	.....	.....	.....	42	Oct., 1st Mon.
51	Abbott Family School	.....	×	.....	×	×	×	2,000	.....	c300–400	50,000	.....	.....	.....	40	September 5.
52	Baltimore City College	.....	.....	.....	.....	.....	.....	.....	.....	d50	150,000	.....	.....	2,000	44	
53	Boys' School of St. Paul's Parish	.....	×	×	0	0	×	300	0	40	30,000	.....	.....	c4,500	44	Sept., 1st Mon.
54	Newton Academy	.....	.....	.....	.....	.....	.....	300	.....	80	15,000	.....	.....	1,600	40	September.
55	Oxford School for Boys	.....	.....	.....	.....	.....	.....	200	.....	60–130	16,000	.....	.....	2,000	40	September.
56	Pembroke School for Boys	.....	×	0	0	×	×	200	.....	90–130	40,000	.....	.....	5,000	40	Sept., 2d Mon.
57	St. Joseph's Academy, (Calvert Hall.)	0	0	.....	×	0	×	800	0	48	.....	0	0	5,425	44	Sept., 1st Mon.
58	School for Boys	0	0	0	0	0	0	0	.....	130	.....	.....	.....	.....	40	September.
59	School of Letters and Sciences for Boys.*	×	×	.....	.....	.....	.....	.....	.....	100–150	.....	.....	.....	.....	.....	September 15.
60	Stewart Hall Collegiate and Commercial Institute.	0	0	0	0	×	×	0	0	80–100	.....	.....	.....	.....	40	Sept., 2d Mon.
61	Brookeville Academy	.....	.....	.....	.....	×	×	.....	.....	30–40	7,000	.....	.....	c2,000	20	Sept., 3d Wed.
62	Overlea, Home School for Young Gentlemen.	.....	.....	×	×	0	.....	.....	.....	c300	20,000	.....	.....	.....	42	Sept., 2d Mon.
63	Charlotte Hall Academy	.....	.....	.....	.....	.....	.....	750	.....	20–28	32,000	.....	.....	.....	45	Sept., 1st Mon.
64	College of St. James, Grammar School.	×	×	.....	×	×	×	11,000	.....	c300	50,000	.....	.....	c12,000	42	September.
65	West Nottingham Academy	0	0	0	0	×	×	75	.....	32–60	7,200	0	0	.....	40	Sept., 1st Mon.
66	St. Clement's Hall	×	×	×	×	×	×	2,000	0	c50	55,000	0	0	6,000	38	September 15.
67	St. John's Literary Institution	0	0	0	0	0	0	0	0	10–30	c3,000	0	0	.....	43	Sept., 1st Mon.
68	Glenwood Institute	×	×	.....	.....	×	×	2,000	300	32, 48	17,000	.....	.....	2,000	40	September 20.
69	McDonogh School	×	0	×	×	×	×	800	200	0	125,000	630,000	40,800	0	40	August 10.

* From Report of the Commissioner of Education for 1875.

a Average charge.

b Apparatus.

c Board and tuition.

d To non-residents.

e Grounds and buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART I.—*Schools for boys*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
70	St. George's Hall for Boys	×	×	×	×	×	×	300	20	*a*$300	$25,000	.....	.....	$1,200	40	Sept., 1st Wed.
71	St. Michael's Home School for Boys	0	0	0	0	0	0	.....	.....	28.40	.....	.....	.....	.....	40	September 10.
72	Mt. Pleasant Institute for Boys	×	×	×	×	0	0	300	.....	100	20,000	.....	.....	2,000	38	September 10.
73	Family Boarding School for Boys	×	×	.....	×	0	0	.....	.....	200	20,000	$0	$0	500	40	Oct., 1st Mon.
74	Sedgwick Institute	.....	.....	.....	×	.....	×	300	.....	50	18,000	.....	.....	*a*6,000	38	September.
75	Family School for Boys	×	0	×	×	0	0	150	20	*a*350	10,000	.....	.....	.....	39	September.
76	Highland Military Institute	×	×	×	×	×	×	2,000	.....	*a*450	100,000	.....	.....	*a*36,000	39	September 8.
77	St. Mary's Academy	×	×	×	×	.....	×	300	.....	*a*120	.....	.....	.....	.....	43	September 1.
78	Shattuck School	0	0	×	×	×	×	400	.....	*a*350	90,000	0	0	*a*28,295	38	September 16.
79	Gustavus Adolphus College	.....	.....	.....	.....	.....	.....	.....	.....	20	25,000	.....	.....	.....	32	September 1.
80	Brookhaven High School for Boys*	.....	.....	.....	.....	.....	.....	.....	.....	30–50	2,000	0	0	1,400	40	
81	Summerville Institute*	0	0	×	×	.....	.....	0	.....	50	25,000	.....	.....	3,000	40	Oct., 1st Mon.
82	Chalmers Institute	0	0	0	0	0	.....	.....	.....	30–60	3,000	.....	.....	1,700	40	September.
83	Iuka Collegiate Institute	0	0	0	0	0	0	.....	.....	20–50	1,000	.....	.....	.....	40	September 1.
84	Pontotoc Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
85	The Kemper Family School	×	×	×	×	×	×	1,000	.....	.....	15,000	0	0	*a*15,000	40	Sept., 2d Thurs.
86	High School for Males*	0	0	0	0	0	0	500	.....	30	10,000	20,000	1,200	650	40	September 7.
87	German Institute	×	×	0	0	×	×	1,000	.....	40–64	15,000	.....	.....	4,000	43	September 1.
88	St. Patrick's Academy	×	.....	×	×	0	0	1,500	0	25	50,000	0	0	4,500	40	Sept., 1st Mon.
89	West Jersey Academy	×	×	×	×	×	×	500	0	32–60	40,000	0	0	.....	40	Sept., 1st Wed.
90	Freehold Institute	×	×	0	×	×	×	1,500	50	50–80	50,000	0	0	*a*22,000	40	Sept., 2d Tues.
91	Jamesburg Institute	0	0	0	0	0	0	75	6	50	11,000	.....	.....	3,500	40	September 15.
92	Hasbrouck Institute	0	0	0	0	×	×	200	.....	100	.....	.....	.....	.....	40	Sept., 3d Mon.
93	Classical and Commercial High School.	×	.....	×	×	×	×	2,000	25	60–100	50,000	.....	.....	.....	38	September 12.
94	St. Joseph's Preparatory Boarding School.*	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	
95	Montrose Military Institute	×	×	.....	×	×	×	.....	.....	*b*115	15,000	.....	.....	.....	40	September.

96	Trenton Academy	.....	.....	.....	.....	×	×	.....	.....	32	20,000	10,000	1,000	.....	40	September 1.
97	Albany Academy	0	0	×	0	×	×	2,000	0	20–88	97,500	4,000	200	12,500	41	Sept., 1st Mon.
98	Christian Brothers' Academy*	×	×	×	×	×	×	6,000	.....	.....	60,000	0	0	3,000	46	September.
99	Academic department of Brooklyn Collegiate and Polytechnic Institute.	×	×	×	0	×	×	2,107	25	110	144,067	0	0	.....	40	September 15.
100	A. T. Baldwin's Private School for Boys.	.....	×	.....	.....	.....	×	150	.....	15-20	.....	.....	.....	1,200	40	Sept., 2d Mon.
101	College Grammar School	×	×	×	0	.....	×	350	20	15–30	*c*1,000	0	0	.....	40	September 15.
102	Juvenile High School	.....	.....	×	.....	0	0	0	.....	80. 66	75,000	.....	.....	15,000	40	September 13.
103	Prof. Davison's Institute	0	0	0	0	0	0	0	0	120	.....	0	0	2,000	40	September 16.
104	St. Mary's School	0	0	×	×	0	0	0	.....	.....	75,000	.....	.....	.....	44	September.
105	Heathcote School	0	0	0	0	0	0	.....	0	85	12,000	0	0	4,000	40	Sept., 1st Mon.
106	Canandaigua Academy	×	×	0	×	×	×	955	10	40	18,000	14,000	980	3,500	40	Sept., 1st Thurs.
107	Clinton Grammar School	×	×	×	×	×	×	150	0	20, 40	5,000	0	0	1,600	40	Sept., 1st Thurs.
108	Leseman's College Point Academy	×	×	×	×	0	×	230	230	300	12,000	.....	.....	.....	50	July 24.
109	Bede Hall, (boarding school for boys.)	.....	.....	×	×	.....	.....	100	75	*a*400	.....	.....	.....	.....	40	September 21.
110	Cornwall Heights School	.....	.....	.....	×	.....	.....	.....	.....	*a*500	20,000	.....	.....	.....	40	September 20.
111	Croton Military Institute, (boarding school.)	×	×	×	×	0	×	500	0	100	40,000	0	0	.....	40	September 13.
112	Flushing Institute	×	×	.....	×	.....	.....	1,075	.....	60	.....	.....	.....	.....	40	September 12.
113	Haverstraw Mountain Institute	×	0	0	×	×	.....	250	.....	*a*50	8,000	0	0	.....	42	Sept., 1st Mon.
114	Hempstead Institute	×	×	×	×	.....	×	250	20	200–400	14,000	.....	.....	*a*6,000	42	September 1.
115	Kearsarge School for Boys	.....	×	×	×	.....	×	500	50	60	30,000	.....	*d*2,000	2,500	40	Sept., 1st Wed.
116	St. John's School for Boys	.....	×	×	×	0	.....	550	50	*a*400	60,000	.....	.....	*a*10,000	39	Sept., 2d Wed.
117	Trinity School	.....	.....	.....	.....	×	×	0	.....	120	30,000	.....	.....	7,000	40	Sept., 3d Wed.
118	Newburgh Institute and Family School for Boys.	.....	×	×	×	.....	.....	420	20	75	30,000	.....	.....	.....	38	Sept., 2d Tues.
119	Classical School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	September 20.
120	Duane S. Everson's School for Boys	×	×	0	0	0	×	0	0	300–400	*e*500	0	0	.....	38	September 20.
121	Fezandié Institute	×	0	×	×	×	×	800	12	100–250	.....	.....	.....	6,827	40	Sept., 3d Tues.
122	Fort Washington English and French Institute.	×	×	.....	.....	×	×	800	.....	*a*500	*f*10,000	.....	.....	*a*20,910	42	September 18.
123	Girard Institute	0	×	×	×	0	0	120	40	60–160	.....	.....	.....	8,200	40	Sept., 3d Mon.
124	Holladay Collegiate Institute	×	×	0	0	0	0	0	0	*b*200	.....	0	0	3,200	39	September 18.
125	John MacMullen's School	×	×	0	0	×	0	600	75	*b*175	*e*500	0	0	2,500	39	September 15.
126	Manhattan Academy	.....	.....	×	×	0	0	1,200	200	240	85,000	.....	.....	26,000	42	September 1.
127	Mr. Hammond's School	×	×	.....	.....	0	0	.....	.....	200	.....	.....	.....	3,000	38	September 25.
128	Murray Hill Institute	×	×	0	0	0	0	.....	.....	150–300	.....	0	0	7,000	38	September 18.
129	Park Institute	×	×	×	×	×	×	374	.....	80–220	.....	.....	.....	10,700	40	September 11.
130	Sachs' Collegiate Institute	×	×	0	0	0	0	.....	.....	100–200	.....	.....	.....	5,500	40	September 15.
131	School for Boys	×	×	×	.....	.....	.....	.....	.....	80–200	.....	.....	.....	3,000	40	September 20.
132	The Collegiate School	×	.....	.....	.....	.....	.....	.....	.....	100–250	.....	.....	.....	.....	38	Sept., 3d Mon.
133	The Fifth Avenue School for Boys	×	×	0	0	0	0	476	172	*b*200	.....	0	0	.....	39	September 17.
134	Granville Military Academy	.....	×	×	×	0	×	500	.....	60	60,000	0	0	3,000	38	September 12.
135	The Peekskill Academy	×	×	×	×	0	×	659	.....	50–60	29,350	0	0	4,500	40	September 13.
136	Port Chester Commercial, Collegiate, and Military Institute.	0	0	.....	×	0	0	.....	.....	60–120	30,000	.....	.....	9,000	40	September 15.

* From Report of the Commissioner of Education for 1875.
a Board and tuition.
b Average charge.
c Value of cabinets, apparatus, and furniture.
d Income from a farm of 300 acres.
e Apparatus.
f Apparatus and school furniture.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART I.—*Schools for boys*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
137	Bishop's Select School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	$80	.....	.....	.....	.....	40	September 11.
138	Pelham Institute	.....	.....	×	.....	.....	×	0	0	50	$13,000	.....	.....	$2,700	40	September 11.
139	Poughkeepsie Military Institute	×	×	×	×	×	×	1,500	.....	a450	40,000	$0	$0	a12,000	40	September 10.
140	Riverview Academy	×	×	×	×	.....	.....	.....	.....	a400	50,000	.....	.....	a16,000	40	September 13.
141	St. Mark's School	.....	×	×	×	×	×	260	.....	350	20,000	.....	.....	.....	42	September 9.
142	St. Patrick's Preparatory Seminary	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
143	Mt. Pleasant Military Academy	×	×	×	×	.....	×	2,000	.....	90	70,000	.....	2,000	6,000	40	September 20.
144	Rev. D. A. Holbrook's Military School.	.....	.....	×	.....	.....	.....	.....	.....	a450	35,000	0	0	a18,000	40	September.
145	Vircun	.....	.....	.....	.....	.....	.....	.....	.....	a500	25,000	.....	.....	.....	40	September 15.
146	Irving Institute	.....	.....	×	×	.....	.....	1,000	.....	a500	30,000	.....	.....	.....	40	Sept., 3d week.
147	Trinity School	.....	×	×	×	.....	.....	150	100	a400	30,000	.....	.....	.....	39	September 6.
148	Troy Academy	×	×	0	0	0	×	157	2	56	20,000	0	0	4,500	40	September.
149	Alexander Institute	×	×	.....	×	×	×	2,000	0	100	30,000	0	0	3,000	40	Sept., 3d Wed.
150	Hughes's Academy	0	0	0	0	0	0	700	12	50	2,500	.....	.....	1,200	40	July, 2d Mon.
151	Biddle Memorial Institute	.....	.....	×	.....	.....	×	1,000	.....	0	18,000	6,000	600	0	35	Oct., 1st Wed.
152	Hillsboro' Military Academy	0	0	0	0	×	.....	.....	.....	50	30,000	0	0	2,000	40	July 15.
153	Bingham School	0	0	0	0	0	0	5,000	.....	110	20,000	.....	.....	.....	40	July.
154	Catawba High School	0	0	0	0	×	×	2,500	0	36	6,000	0	0	1,500	36	January, 1st Mon.
155	Lovejoy Academy	.....	.....	.....	.....	.....	.....	.....	.....	40, 60	.....	.....	.....	3,000	40	January & July.
156	Raleigh High School	0	0	0	0	0	0	.....	25	b50	.....	.....	.....	1,800	40	September.
157	Reynoldson Male Institute	.....	.....	×	.....	.....	.....	.....	.....	20–30	1,000	.....	.....	600	40	October, 1st Mon.
158	Buckhorn Academy	×	.....	0	0	0	0	1,000	50	40	1,000	.....	.....	800	40	October, 1st Mon.
159	Wentworth Male Academy	0	0	0	0	0	0	0	.....	20–40	1,000	0	0	120	40	February 2.
160	Rev. Daniel Morrelle's English and Classical School.	0	0	0	0	0	×	2,000	.....	50–100	5,000	.....	.....	800	36	Oct., 1st Wed.
161	St. Joseph's College	×	×	×	×	×	×	1,300	.....	24–60	47,700	0	0	7,378	40	Sept., 1st Mon.
162	St. Aloysius Seminary*	.....	.....	0	0	.....	.....	3,000	.....	175	15,000	.....	.....	.....	42	Sept., 1st Mon.

163	St. Mary's Institute	0	×	×	×	×	.....	700	400	15	120,000	.....	.....	1,600	42	Sept., 1st Mon.
164	Harcourt Place Academy	.....	.....	×	×	.....	.....	.....	.....	a400	15,000	.....	.....	4,000	40	Sept., 1st Wed.
165	Starr's Institute	.....	.....	×	×	0	0	100	.....	.....	3,500	.....	.....	.....	40	September.
166	Bishop Scott Grammar and Divinity School.	0	0	×	×	×	×	5,000	100	50	.....	.....	.....	.....	40	September 1.
167	St. Michael's College	0	0	×	×	0	×	200	.....	20–36	12,000	.....	.....	1,500	44	Aug, last Mon.
168	Andalusia Hall	×	×	×	×	×	×	500	.....	a300	15,000	.....	.....	7,000	40	September 13.
169	Chester Valley Academy	×	×	×	×	×	×	1,000	60	60	25,000	.....	.....	.....	40	Sept., 2d Wed.
170	Collegiate Institute	×	×	.....	.....	.....	.....	.....	.....	80,100	.....	.....	.....	.....	40	Sept., 2d Mon.
171	Germantown Academy	.....	×	.....	.....	.....	×	200	.....	50, 80	50,000	.....	.....	1,500	40	September.
172	English Academy of the University at Lewisburg.	0	0	0	0	0	0	100	20	30	.....	.....	.....	.....	40	September 6.
173	Lititz Academy, (boarding school)	×	×	.....	×	×	×	550	25	a236	5,000	0	0	2,600	43	Sept., 1st Tues.
174	Swithin Shortlidge's Media Academy for Boys.	×	×	×	×	×	×	600	.....	a260–300	30,000	.....	.....	.....	40	September 11.
175	Nazareth Hall	×	×	×	×	×	×	5,000	150	100	60,000	0	0	10,000	40	September 1.
176	Treemount Seminary	×	×	×	×	×	×	1,050	10	a260	40,000	.....	.....	.....	40	September.
177	Academy of the Protestant Episcopal Church.	×	×	.....	.....	×	×	.....	.....	100	.....	.....	.....	.....	40	September.
178	Broad Street Academy	×	×	×	0	0	×	300	0	90, 130	30,000	0	0	11,000	40	Sept., 1st week.
179	Classical, Mathematical, and English Seminary.	×	×	0	0	0	×	.....	.....	100, 120	.....	.....	.....	.....	40	Sept., 2d Mon.
180	Classical Institute	.....	×	0	0	0	0	0	.....	75–100	5,000	.....	.....	6,500	42	Sept., 2d Mon.
181	Friends' Select School for Boys	×	×	0	0	×	×	.....	.....	120	35,000	.....	.....	.....	44	Sept., 1st Mon.
182	Girard College for Orphans	×	×	×	×	×	×	5,000	.....	0	3,000,000	c165,000	.....	0	43	September 5.
183	Lauderbach Academy	×	×	.....	.....	.....	×	.....	.....	100	d5,000	.....	.....	12,500	40	September 18.
184	Rittenhouse Academy	×	×	.....	.....	.....	.....	.....	.....	80–100	.....	.....	.....	.....	39	September 18.
185	Rugby Academy	×	×	.....	.....	×	×	.....	.....	78–118	40,000	.....	.....	15,240	40	September.
186	Ury House Academy*	×	×	×	×	×	.....	400	.....	.....	50,000	.....	.....	a20,000	37	September 15.
187	West Penn Square Academy	×	×	×	.....	×	×	.....	.....	80, 150	.....	.....	.....	.....	40	September.
188	William Penn Charter School	×	×	0	0	0	0	.....	.....	80, 100	40,000	90,000	5,400	5,450	40	Sept., 2d Tues.
189	Episcopal Classical Academy	.....	.....	.....	.....	.....	.....	.....	.....	60–80	.....	.....	.....	3,000	40	Sept., 1st Mon.
190	Cheltenham Academy	×	×	×	×	×	×	.....	.....	a400	60,000	.....	.....	.....	40	Sept., 3d Wed.
191	West Philadelphia Academy*	.....	.....	×	.....	.....	.....	.....	.....	75	.....	.....	.....	1,100	40	September 15.
192	York County Academy	0	0	0	0	0	×	0	0	36	10,000	.....	500	2,000	40	August & June.
193	Edgefield Male Academy	×	0	0	0	0	0	210	210	20–30	4,000	0	0	3,100	40	Sept., 1st Mon.
194	Reagan High School	0	0	0	0	0	0	0	0	30	1,500	.....	.....	1,500	40	Sept., 1st Thurs.
195	St. Mary's Institute	×	×	×	×	0	×	1,200	0	10–25	60,000	.....	.....	.....	43	Sept., 1st Mon.
196	Mt. Anthony Seminary	×	×	×	×	×	.....	250	0	40	20,000	.....	.....	.....	40	Sept., 2d week.
197	Vermont Episcopal Institute, (academical department.)	×	×	×	×	×	×	3,160	78	e410	e32,000	0	0	.....	43	September 1.
198	Rural Home	.....	.....	.....	×	.....	.....	.....	.....	a400	.....	.....	.....	.....	40	Sept., 1st Wed.
199	Abingdon Male Academy	0	0	0	0	0	0	.....	.....	20–60	15,000	5,000	300	2,500	40	September 1.
200	Alexandria Academy	.....	.....	0	0	0	×	150	.....	36	7,000	.....	.....	1,200	42	September 1.
201	Episcopal High School	0	0	0	0	0	0	.....	.....	100	15,000	.....	.....	21,232	38	Sept., 4th Wed.
202	H. F. Henry's School	.....	.....	.....	.....	.....	.....	.....	.....	32	.....	.....	.....	.....	40	
203	Potomac Academy	.....	.....	.....	.....	×	.....	.....	.....	60	.....	.....	.....	.....	40	Sept., 3d Wed.
204	St. John's Academy	×	×	0	×	0	×	1,000	0	36	8,000	0	0	2,102	43	Sept., 1st Mon.
205	Bethel Academy	0	0	0	0	0	×	.....	.....	60	20,000	0	0	4,000	40	September 20.

* From Report of the Commissioner of Education for 1875.

a Board and tuition. *b* Average charge. *c* Income expended for support of the college. *d* Apparatus. *e* Grounds and buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
206	Leesburg Academy	.....	.....	0	0	0	×	0	0	$40–60	$10,000	.....	.....	$1,100	40	Sept., 1st Mon.
207	Webster Military Institute	.....	×	.....	.....	×	×	3,000	400	40–80	10,000	.....	.....	2,500	40	September 25.
208	Locust Dale Academy	0	0	×	×	0	0	500	50	45	10,000	.....	.....	2,000	42	September 1.
209	Prince Edward Academy	0	0	0	0	0	0	0	0	50, 65	4,500	$3,000	$210	1,100	40	September 1.
210	Seminary of St. Francis of Sales	.....	.....	×	×	.....	×	.....	.....	165	.....	.....	.....	.....	.....	Sept., 1st Tues.
211	Georgetown Institute for Males	×	×	0	0	×	×	.....	.....	a40	b500	.....	.....	1,000	43	Sept., 1st Mon.
212	Boys' English and Classical High School.	0	0	0	0	0	0	0	.....	84	.....	.....	.....	3,400	40	Aug., last Mon.
213	Emerson Institute*	×	×	0	0	×	×	.....	.....	100	25,000	.....	.....	.....	40	Sept., 2d Wed.
214	Rittenhouse Academy	0	0	0	0	×	×	100	0	100	6,000	.....	.....	3,100	41	Sept., 2d week.
215	Roys's Classical and Mathematical Academy.	.....	×	×	.....	0	0	.....	.....	60	.....	0	0	1,000	40	Sept., 1st Mon.
216	St. Matthew's Institute	.....	.....	.....	.....	×	.....	.....	.....	50	.....	.....	.....	.....	40	Sept., 1st Mon.
217	Thompson Academy*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
218	Spencer Academy	.....	.....	.....	.....	0	0	300	.....	0	.....	.....	.....	0	40	September.
219	St. Michael's College*	0	0	×	×	0	0	600	.....	30	18,000	0	0	c7,560	42	November 1.
	PART II.—*Schools for girls.*															
220	Wilcox Female Institute	.....	.....	×	×	×	×	.....	.....	45	8,000	0	0	3,500	39	October 1.
221	Dadeville Masonic Female Institute.*	0	0	×	×	×	×	.....	.....	40	2,000	.....	.....	1,500	36	Sept., 1st Mon.
222	St. Mary's of the Pacific	×	×	×	×	.....	×	300	.....	c350	40,000	.....	.....	10,000	40	July or August.
223	Mills Seminary for Young Ladies.	.....	×	×	×	0	×	3,000	300	c350	200,000	0	0	.....	40	August 1.
224	Napa Ladies' Seminary	×	×	×	×	0	0	300	.....	30–60	25,000	.....	.....	c18,000	42	Aug., 1st Tues.
225	Convent of Our Lady of the Sacred Heart.	×	.....	×	×	.....	.....	950	50	250–400	.....	.....	.....	.....	44	August 1.

226	Point Loma Seminary	0	×	×	×	0		0		30–50	5,000	0	0	500	40	September 1.
227	College of Notre Dame, Mission Dolores.		×	×	×	×	×	1,500	40	*c*320					44	July.
228	Home Institute	×	×	×	×			550	25	160–200	20,000			3,500	40	Aug., 1st Mon.
229	Madame Zeitska's Institute		×	×	×	×	×	500		75–400	25,000				44	
230	Laurel Hall*	×	×	×	×	0	0	800		*c*500	30,000			*c*18,000	40	Aug., 1st Thurs.
231	School of the Holy Cross		×	×	×	0	0	450		21	8,000			2,876	46	August, 1st week.
232	St. Mary's Academy	×	×	×	×			500			45,000			8,000	44	September.
233	Wolfe Hall		×	×	×	×	×	300	30	60	30,000	0	0	9,000	40	September 1.
234	Golden Hill Seminary		×	×	×	×	×	1,000	200	100	30,000				40	September 7.
235	Hillside Seminary	0	×	×	×	0	0	100		40–70	22,000				40	September 20.
236	Homesworth Family School for Young Ladies.		×	×	×			500		*c*350					40	September 13.
237	Misses Nott's French and English Boarding and Day School for Young Ladies.		×	×	×	0				70				7,000	38	September.
238	The Elderage School		×		×					50–70	25,000				36	Sept., last Wed.
239	West End Institute, (young ladies' boarding and day school.)										20,000				36	September.
240	Boarding and Day School for Young Ladies.	×	×	×	×			1,000			17,500				40	Sept., 3d Wed.
241	French and English Boarding School.		×		×	0	0				13,000				40	September.
242	Saybrook Seminary	×	×	×	×					*c*350				2,697	40	September 20.
243	Family School for Young Ladies, (The Maples.)	0	0		×	0	0	500		100	25,000			640	40	September 10.
244	Stratford Female Institute		×		×			300		48 & 60				2,000	43	September 22.
245	St. Margaret's School for Girls			×	×	0	0	2,000		44	60,000	5,000	350	5,200	40	September 20.
246	Oak Hill Ladies' Seminary	×	×	×	×	×	×	1,000			30,000				40	September.
247	Young Ladies' Institute*	×	×	×	×					75					39	Sept., 1st Wed.
248	Family School for Young Girls		×	×	×					*c*350					39	Sept., 1st Wed.
249	Miss Robertson's Family Boarding and Day School.		×		×			900		60–110				2,760	40	September.
250	Riverside Institute	×		×	×					50					40	Sept., 2d Wed.
251	St. Joseph's Academy	×	×	×	×			300							40	October, 1st week.
252	Convent of Mary Immaculate*		×	×	×			900						3,313	36	October 1.
253	Cave Spring Female Seminary	0	0	×	×	0	0		0	30		0	0		44	Sept., 1st Mon.
254	Convers Female College	0	0	×	×	0		0			3,000	0	0		40	Sept., 1st Mon.
255	Ft. Valley Female Seminary	0	0		×	0	0	0	0	*d*2,000		0	0	450	40	August 21.
256	Forest Home Institute	×		×	×	0	0	50	5	28, 30					40	Sept., 2d Mon.
257	Washington Female Seminary	0	0	×	×	×				20–50	6,000	0	0	1,800	42	September 1.
258	Chicago Ladies' Seminary	×	×	×	×					100					40	Sept., 2d Mon.
259	Dearborn Seminary		×	×	×	0	×			90		0	0	14,000	40	September 11.
260	Misses Grant's Seminary*	0	0	×	×	0	0	0		120		0	0	12,000	40	September.
261	Park Institute		×	×	×	×	×								40	September 15.
262	St. Francis Xavier's Academy		×	×	×	0		100	50						40	September 13.
263	Monticello Ladies' Seminary	×	×	×	×	×	×	3,000		50	200,000	0	0	*c*40,000	40	Sept., 1st Mon.
264	The Young Ladies' Athenæum and Illinois Conservatory of Music.	×	×	×	×	×	×			40	35,000			14,000	38	September 19.
265	St. Augustine's School			×	×					20	*d*8,000			1,500	38	Sept., 2d Wed.
															44	September 1.

*From Report of the Commissioner of Education for 1875. *a* Average charge. *b* Value of apparatus. *c* Board and tuition. *d* Grounds and buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
266	St. Mary's Academy	×	×	×	×	.....	.....	.....	.....	*a*$220	.....	.....	.....	.....	40	Sept., 1st Mon.
267	Academy of the Assumption	.....	×	×	×	.....	.....	.....	.....	*a*150	$30,000	.....	.....	$2,000	43	September 1.
268	St. Francis' Academy	×	×	×	×	0	.....	.....	.....	10–25	12,000	.....	.....	.....	40	Sept., 1st Mon.
269	St. Joseph's Academy	.....	×	×	×	×	×	500	100	.....	25,000	.....	.....	.....	44	Sept., 1st Mon.
270	Young Ladies' School	.....	.....	.....	.....	×	×	.....	.....	60	.....	.....	.....	1,200	40	September 6.
271	Ottumwa Seminary for Young Ladies.	×	×	×	×	0	0	.....	.....	16–24	10,000	.....	.....	1,000	40	Sept., 1st Mon.
272	St. Mary's Female Academy	×	×	×	×	0	.....	600	.....	*a*200	78,000	.....	.....	5,600	38	Sept., 1st Mon.
273	St. Ann's Academy*	.....	×	×	×	0	×	0	.....	.....	30,000	.....	.....	4,000	40	September 1.
274	Bellewood Seminary	0	0	×	×	0	0	0	0	30–50	40,000	$0	$0	2,500	40	Sept., 2d Mon.
275	Bardstown Female Academy	.....	.....	×	×	×	×	800	5	*b*40	12,000	0	0	800	42	Sept., 2d Mon.
276	Nazareth Literary and Benevolent Institution.	.....	×	×	×	×	×	3,200	200	*a*154–176	.....	0	0	.....	43	Sept., 1st Mon.
277	Green River Female Seminary	.....	×	×	×	0	.....	300	.....	30–50	25,000	.....	.....	3,500	40	Sept., 1st Mon.
278	Greenwood Seminary	.....	×	×	×	0	0	400	0	30–50	10,000	0	0	1,000	40	Sept., 1st Mon.
279	Calvary Academy	.....	.....	×	×	0	0	400	10	*a*160	.....	.....	.....	.....	40	Sept., 1st Mon.
280	Christ Church Seminary*	×	×	×	×	×	×	500	.....	.....	.....	.....	.....	4,426	40	Sept., 2d Mon.
281	Sayre Female Institute	×	×	×	×	×	×	.....	.....	60	100,000	.....	*c*2,020	.....	40	Sept., 2d Mon.
282	Loretto Academy	.....	.....	×	×	0	0	800	.....	70	.....	.....	.....	.....	40	Sept., 1st Mon.
283	Collegiate School for Young Ladies	0	0	×	×	×	0	0	0	*b*60	55,000	0	0	3,500	40	Sept., 1st Mon.
284	Jessamine Female Institute	×	.....	×	×	0	0	0	0	10–25	5,000	0	0	3,000	40	Sept., 1st Mon.
285	Patterson Female Institute	0	0	×	×	0	×	0	.....	30–45	24,000	0	0	2,250	40	Sept., 2d Mon.
286	Garth Female College	×	×	×	×	0	0	0	0	50	25,000	.....	.....	2,750	40	September 11.
287	Madison Female Institute	.....	×	×	×	.....	.....	.....	.....	35–55	50,000	.....	.....	2,500	40	September.
288	Academy of St. Catharine of Sienna	.....	×	×	×	.....	.....	*2,500	.....	*a*160–200	*100,000	.....	.....	.....	40	Sept., 1st Mon.
289	St. Vincent's Academy*	.....	×	×	×	0	0	0	.....	30–50	15,000	0	0	*a*2,000	40	September 15.
290	Feliciana Female Collegiate Institute.*	.....	×	×	×	0	0	1,500	....	.....	15,000	.....	.....	5,000	40	September.

291	Convent of the Presentation	×	×	×	×	0	0	600	5		5,000	0	0	1,000	44	September 15.
292	St. Hyacinth's Academy	×	×	×	×			200	25	30	3,500	1,000	100	1,000	42	September 15.
293	Locquet-Leroy Institute		×	×	×	×					*d*150				43	Sept., 1st Mon.
294	St. Catharine's Hall*		×	×	×	0	×	500		*a*375	30,000	0	0	2,500	37	September 8.
295	Boarding and Day School for Young Ladies.*		×	×	×					60	12,000			2,500	39	Sept., 3d Thurs.
296	Morison Academy		×				×								40	September 16.
297	Mt. Vernon Institute	×	×	×	×	×	×			60–130					35	September 20.
298	Roland Academy	×	×				×									September 20.
299	Samuel T. Lester's Seminary for Young Ladies and Girls.			×	×	0	×	0		25–80	9,000	0	0	582	46	Sept., 2d Mon.
300	School for Young Ladies		×	×	×										40	September.
301	Southern Home School		×	×	×	×	×							*a*22,000	40	September.
302	Alnwick Female Seminary*		×	×			×			500	30,000				39	September 15.
303	Academy of the Visitation	×	×	×	×					*a*300					40	September 1.
304	Notre Dame of Maryland, Collegiate Institute for Young Ladies.		×	×	×	×	×	1,400		*a*250					43	Sept., 1st Mon.
305	Hagerstown Seminary for Young Ladies.		×	×	×	×	×			30–50	25,000			10,000		
306	St. John's Female Seminary		×	×	×	0	0	1,200			25,000	0	0		40	Sept., 1st Wed.
307	Lutherville Female Seminary	×	×	×	×	×	×	550			30,000				40	Sept., last week.
308	The Hannah More Academy		×	×	×	0	×	150		40	12,000				39	Sept., 3d Wed.
309	Stanmore School		×	×	×		×	450		40	10,000				39	October 1.
310	Blackstone Square School		×	×	×										39	September 27.
311	Codman Mansion Home School		×	×	×	0	0	500	50	200	30,000			2,000	40	September 20.
312	English, French, and German Family and Day School.		×	×	×			350							40	October 4.
313	Home and Day School		×	×	×		×	2,500							40	September 26.
314	Home and Day School		×	0	0					150					40	Sept., 4th Mon.
315	Newbury Street School		×	0	0	0	0	1,000		200	30,000			7,275	38	October 1.
316	Union Park School for Young Ladies.		×	0	0	0	×	50		100–200					40	September.
317	Wayside Family School	×	×	×	×	0	0	200	5	*a*350	10,000	0	0		40	September 4.
318	Mrs. Potter and Miss Pierce's Home Boarding School.		×	×	×			300			10,000			3,000	40	September 1.
319	Prospect Hill School		×		×	×	0	50		*a*400	25,000				40	September 20.
320	Elmwood Home		×		×			400							40	September 18.
321	St. Patrick's Female Academy		×	×	×	×	×	640							44	Sept., 1st Mon.
322	Preston Cottage School		×	×	×			300		40–175					39	September.
323	Family and Day School for Young Ladies.		×							100						
324	Miss Williams' School	×		×	×	0	0							2,000	40	September.
325	School of Modern Languages		×	×		0	0	400							40	Sept., 3d Wed.
326	School for Young Ladies and Children.		×	×	×					30–150					40	September 13.
327	Hallock Institute		×		×	0	×	300	100	24	6,000			600	40	September 20.
328	St. Boniface Academy			×	×					20	3,000				44	September.
329	Leighton Academy	×		×	×	0	0			60				2,000	38	September.
330	Norwood Hall	×		×	×										40	September 5.
331	St. Joseph's Academy		×	×	×					20	70,000			*a*9,200	43	Sept., 1st Mon.

*From Report of the Commissioner of Education for 1875. *a* Board and tuition. *b* Average charge. *c* Income from rents. *d* Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*School for girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
332	Blue Mountain Female College	.....	×	×	×	0	0	21	21	$20–50	$10,000	.....	.....	$2,400	40	September 14.
333	Mt. Hermon Female Seminary	.....	.....	.....	.....	.....	.....	121	.....	*a*60	7,000	.....	.....	.....	40	Sept., 1st Wed.
334	Grenada Female College*	×	×	×	×	0	×	500	.....	.....	25,000	.....	.....	.....	40	Sept., 1st Mon.
335	Iuka Female Institute	×	×	×	×	0	.....	.....	.....	20–50	2,500	.....	.....	.....	40	September 1.
336	Kirkwood Seminary	.....	×	×	×	0	.....	500	.....	60–80	30,000	$0	$0	.....	40	Sept., first week.
337	Young Ladies' Institute	.....	.....	×	×	×	0	.....	.....	30–50	10,000	0	0	3,860	42	Sept., 1st Mon.
338	Mrs. Cuthbert's Seminary for Young Ladies.	.....	×	×	×	×	×	1,600	100	*a*600	*b*1,500	.....	.....	*a*20,000	40	Sept., 2d Mon.
339	School of the Good Shepherd	.....	×	×	×	0	0	.....	.....	40–130	.....	.....	.....	.....	40	September 11.
340	Brownell Hall	0	×	×	×	×	×	2,000	20	62.50	25,000	0	0	8,000	40	Sept., 1st Tues.
341	Miss Morgan's School for Young Ladies.	.....	×	×	×	0	0	509	.....	100	15,000	.....	.....	.....	36	September 20.
342	Boarding and Day School for Young Ladies.*	×	×	×	.....	.....	.....	.....	.....	60, 80	.....	.....	.....	.....	39	September 21.
343	The Elizabeth Institute	.....	×	.....	×	0	0	450	.....	*a*400	20,000	.....	.....	5,000	40	Sept., 3d Wed.
344	Young Ladies' Institute	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
345	Hopewell Female Seminary	×	×	×	×	0	0	300	25	*a*225–285	20,000	0	0	2,800	40	September 12.
346	Adrian Institute*	×	×	×	×	0	×	250	.....	*a*400	40,000	0	0	*a*5,000	40	September 6.
347	Lawrenceville Female Seminary	×	×	×	×	.....	.....	.....	.....	45	9,000	.....	.....	.....	39	September 11.
348	St. Elizabeth's Academy*	×	×	×	×	.....	×	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
349	Boarding and Day School	.....	×	×	×	0	0	.....	.....	40–100	.....	.....	.....	1,350	40	September.
350	Boarding School for Young Ladies.	.....	×	×	×	.....	.....	.....	.....	.....	40,000	.....	.....	.....	39	September 15 to 20.
351	Seminary for Young Ladies	0	×	×	×	0	×	400	25	80	*b*400	.....	.....	*a*7,968	40	Sept., 2d Wed.
352	Passaic Falls Institute	.....	×	×	0	×	×	400	0	50–98	22,000	0	0	.....	40	September 13.
353	Tallman Seminary	.....	×	×	×	.....	.....	.....	.....	40–80	.....	.....	.....	.....	.....	September 13.
354	Vineland Institute	×	×	×	×	.....	.....	.....	.....	25	.....	.....	.....	.....	40	
355	Albany Female Academy*	.....	×	×	0	×	×	1,050	.....	55	42,000	8,000	.....	10,000	40	September 15.

356	English, French, and Classical Institute.		×		×	0	0			80, 100				3,000	36	September 12.
357	St. Mary's School for Girls		×	×	×			300	50				0	0	40	Sept., 1st Mon.
358	St. Elizabeth's Academy^	×	×	×	×					150					40	Sept., 1st Mon.
359	Young Ladies' Institute	×	×	×	×	×	×	300	20	42	35,000		0	0	a12,000	40	September 12.
360	Chêneviére Institute		×	×	×					40–400	3,000				2,000	40	September 20.
361	Female Institution of the Visitation.	×	×	×	×	×	×	500								40	September 1.
362	German, English, and French Institute.	×	×		×					24–100						40	September 11.
363	Ontario Female Seminary	×	×	×	×	×	×	1,000		42	20,000		0	0		40	September.
364	Clifton Springs Seminary	×	×	×	×	0	0	325	25	250	10,000				4,000	40	September.
365	Ladies' School		×	×	×					a400							September.
366	Cottage Seminary		×	×	×	0	0			24	15,000				2,516	38	Sept., 1st Tues.
367	Dwight's Home School for Girls		×	×	×		×			a350	20,000					39	September 15.
368	Houghton Seminary		×	×	×	×	×	1,250			26,000				5,980	40	Sept., 3d Thurs.
369	Boarding and Day School on the Hudson.		×	×	×	0	0	400			50,000				9,000	38	September 26.
370	S. S. Seward Institute	×	×	×	×	×	×	300	0	20–30	20,000		20,000	1,400	1,000	40	September.
371	Macgregor Hall*	×	×	×	×					a400	30,000					40	September.
372	St. Joseph's Academy		×	×	×	×	×	1,000		a250	100,000					40	Sept., 1st Mon.
373	St. Joseph's Academy	×	×	×	×	0	×			60	37,000				1,100	42	Sept., 1st Mon.
374	Hamilton Female Seminary	×	×	×	×	×	×	500		30	20,000				3,500	38	September 15.
375	Hudson Young Ladies' Seminary	×		×	×	0	0	0		40	16,000		0	0		40	Sept., 1st Mon.
376	The Misses Skinner's School for Young Ladies.		×		×	0	×	50		24–48	9,000		0	0	1,800	40	September 10.
377	Miss Devereux's School for Young Ladies and Children.		×	×	×	0	0	200	43	100–200					3,500	36	September 20.
378	Union Hall Seminary*	×	×	×	×					32–60						40	September.
379	St. Paul's School										9,000		0	0	1,000		
380	Jackson Institute*	×	×	×	×	0	0								4,000	40	September 15.
381	Gormly Seminary	×		×	×	0	0	175		36	10,000				1,000	40	September.
382	Boarding and Day School for Young Ladies.*	×	×	×	×	×	×	3,000		150	100,000		0	0	30,000	36	October 1.
383	English, French, and German Boarding and Day School.	×	×	×	×											40	September 26.
384	French Protestant Institution		×		×											40	September.
385	Institute for Young Ladies		×	×	×	×	×	1,200	300	125	35,000				18,000	39	September 21.
386	Lespinasse Fort Washington Institute.*		×		×	0	0				60,000				11,000	42	September 22.
387	Mrs. Froehlich's School		×	×	×	0	0	1,050	50	100						40	September 20.
388	Notre Dame Institute			×	×			50		12	50,000				1,400	43	September.
389	St. John's School		×	×	×	0	0									40	Sept., last Wed.
390	St. Mary's School	×	×	×	×		×	1,000		a600						38	
391	School for Girls		×	×						100–250						36	October 3.
392	School for Young Ladies									75–200						40	September 25.
393	The Misses Marshall's School	×		0	0					40–150						40	September.
394	Sisterhood of Gray Nuns*	×	×	×	×	0	0	200			13,000		0	0	2,797	40	September 1.
395	Villa de Sales Academy of the Visitation.		×	×	×	0		500		a250						44	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1875.

a Board and tuition.

b Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
396	Miss Germond's School	×	×	×	×	0	0	.....	.....	*a*$350	.....	.....	.....	$3, 000	40	September 14.
397	St. Gabriel's School	×	×	×	×	0	.....	240	.....	*a*325	.....	.....	.....	.....	40	September 21.
398	Brooks Seminary for Young Ladies	.....	×	×	×	×	×	.....	.....	100	.....	.....	.....	.....	40	September.
399	Female Academy of the Sacred Heart.	×	×	×	×	×	×	950	.....	200	$150, 000	.....	.....	.....	40	Sept., 1st Wed.
400	Livingston Park Seminary	×	×	×	×	0	0	200	.....	50	25, 000	$0	$0	3, 100	40	Sept., 2d Wed.
401	Nazareth Academy	×	×	×	×	0	.....	500	.....	200	40, 000	.....	.....	7, 200	36	Sept., 1st Mon.
402	Rochester Female Academy	0	×	.....	×	0	×	206	.....	40, 50	8, 000	0	0	2, 751	40	Sept., 1st Mon.
403	Boarding and Day School for Young Ladies.	.....	×	×	×	.....	×	300	.....	60	.....	.....	.....	.....	40	September 16.
404	Rye Seminary	.....	×	×	×	×	×	1, 000	25	*a*350	55, 000	.....	.....	.....	40	September.
405	Temple Grove Seminary	.....	×	×	×	×	×	.....	.....	50	100, 000	.....	.....	10, 000	36	September 15.
406	Miss Bulkley's School	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
407	Troy Female Seminary	×	×	0	0	×	×	1, 511	10	68	15, 538	0	0	4, 350	40	Sept., 3d Wed.
408	Howland School	.....	×	×	×	×	×	2, 000	.....	*a*380	50, 000	80, 000	4, 800	*a*25, 000	38	September 6.
409	Utica Female Academy*	.....	×	×	×	0	0	.....	.....	*a*600	75, 000	.....	.....	.....	38	September 15.
410	White Plains Seminary*	.....	×	×	×	.....	.....	.....	.....	50	.....	.....	.....	.....	40	September 13.
411	Locust Hill Seminary*	.....	×	×	×	0	.....	250	.....	120	50, 000	.....	.....	8, 000	38	Sept., 3d Wed.
412	Ravenscroft School*	0	0	.....	×	0	0	0	.....	28	.....	.....	.....	.....	40	September.
413	Cary Female Seminary	0	0	×	×	0	0	.....	.....	35	2, 500	.....	.....	.....	40	Jan., 1st Thurs.
414	Charlotte Institute for Young Ladies.*	.....	×	×	×	.....	.....	0	.....	60	25, 000	0	0	8, 000	40	October 1.
415	Scotia Seminary	0	0	×	×	0	0	.....	.....	.....	16, 000	.....	.....	.....	32	November 1.
416	Mt. Pleasant Female Seminary	0	×	0	×	0	0	100	6	15-40	3, 500	0	0	500	40	Aug., 1st Mon.
417	Peace Institute	0	×	×	×	0	×	700	.....	50	65, 000	0	0	7, 500	40	September 14.
418	Literary Institute of the Sisters of Notre Dame.	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	44	Sept., 1st Mon.

419	Mt. St. Vincent's Academy, Cedar Grove.	×	×	×	×	.....	×	1,500	100	.....	.....	.....	.....	20,000	36	Sept., 1st Mon.
420	Portsmouth Young Ladies' Seminary.	.....	×	×	×	×	×	.....	.....	60	33,000	0	0	.....	40	Sept., 1st Mon.
421	Academy of the Ursulines	×	×	×	×	×	×	.....	.....	200	.....	.....	.....	.....	38	Sept., 1st Mon.
422	Springfield Seminary	.....	×	×	×	×	×	.....	.....	75	15,000	.....	.....	4,055	40	Sept., 1st Mon.
423	Steubenville Female Seminary	×	×	×	×	×	×	3,000	25	25	50,000	0	0	a20,000	40	September 11.
424	Ursuline Academy	.....	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	Sept., 1st Mon.
425	Putnam Seminary	×	×	×	×	×	×	3,000	100	60	30,000	10,000	700	4,000	40	September.
426	Notre Dame Academy	0	0	×	×	0	0	25	.....	20–32	8,000	.....	.....	800	44	August, last week.
427	St. Mary's Academy	×	×	×	×	.....	.....	.....	.....	5–10	15,000	.....	.....	.....	44	August, last Mon.
428	School for Girls	.....	×	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	40	Sept., 2d Tues.
429	St. Xavier's Academy	0	×	×	×	0	0	1,200	.....	.....	100,000	0	0	21,000	42	September 1.
430	Linden Female Seminary	.....	×	×	×	0	0	.....	.....	27–60	15,000	.....	.....	3,100	40	Sept., 1st Mon.
431	Ercildoun Seminary for Young Ladies.	0	×	×	×	×	×	500	30	50	12,000	.....	.....	3,000	40	September 24.
432	St. Benedict's Academy	×	×	×	×	.....	.....	1,200	25	24	.....	.....	.....	.....	40	September 1.
433	School for Young Ladies*	.....	×	.....	.....	.....	.....	.....	.....	90	.....	.....	.....	2,150	40	September 15.
434	Hollidaysburg Seminary	.....	×	×	×	×	×	500	40	50	80,000	0	0	3,500	37	September 12.
435	Eaton Female Institute*	×	×	×	×	×	×	.....	.....	a600	12,000	.....	.....	.....	40	September 13.
436	Linden Hall Seminary	.....	×	×	×	×	×	3,200	80	a250	40,000	.....	.....	a18,241	40	September 1.
437	Muncy Seminary	×	×	×	×	0	.....	60	.....	a275	3,500	.....	.....	1,200	40	September.
438	Aldine English and Classical Institute.	.....	×	×	.....	0	.....	.....	.....	50–125	.....	.....	.....	.....	40	September.
439	East Walnut Street Female Seminary.*	.....	×	×	×	.....	×	300	.....	.....	.....	.....	.....	a8,000	39	Sept., 3d Wed.
440	French and English Academy	.....	×	×	.....	.....	.....	.....	.....	150	.....	.....	.....	.....	40	Sept., last week.
441	Friends' Select School for Girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
442	Logan Square Seminary for Young Ladies	.....	×	×	×	.....	.....	.....	.....	40–125	.....	.....	.....	.....	.....	September 27.
443	Miss Anable's School for Young Ladies.	×	×	×	×	0	×	800	20	130	25,000	.....	.....	.....	40	September 15.
444	Miss Laird's Seminary for Young Ladies.	.....	×	×	.....	.....	.....	.....	.....	30	.....	.....	.....	1,477	40	Sept., 2d Mon.
445	Mt. Vernon Seminary and Kindergarten.*	.....	×	×	.....	0	.....	0	.....	60, 80	.....	.....	.....	.....	40	September 15.
446	Philadelphia Seminary	.....	×	×	×	×	.....	200	.....	80, 100	.....	.....	.....	6,000	40	Sept., 2d Wed.
447	School for Young Ladies	.....	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	40	Sept., 2d week.
448	School for Young Ladies	.....	×	×	×	.....	.....	.....	.....	80, 125	.....	.....	.....	.....	38	September 25.
449	Select Private School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 11.
450	Supplee Institute for Young Ladies.	.....	×	×	×	×	×	3,000	100	.....	30,000	.....	.....	.....	40	September.
451	Washington Institute for Young Ladies.	.....	×	×	0	.....	.....	.....	.....	40–80	.....	.....	.....	.....	40	September.
452	West Chestnut Street Institute	.....	.....	×	×	0	.....	.....	.....	.....	.....	.....	.....	.....	40	September 20.
453	West Penn Square School	×	×	0	0	.....	.....	.....	.....	130	.....	.....	.....	.....	40	Sept., 3d week.
454	The Bishop Bowman Institute*	.....	×	.....	×	0	.....	1,000	.....	80	.....	.....	.....	.....	40	Sept., 2d Mon.
455	Cottage Seminary for Young Ladies.	.....	×	×	×	×	×	450	50	a250–350	25,000	.....	.....	a11,000	40	Sept., 2d Thurs.
456	Bishopthorpe School for Girls*	.....	×	×	×	.....	.....	300	.....	a500	30,000	0	0	.....	38	September.

* From Report of the Commissioner of Education for 1875.

a Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART II.—*Schools for girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
457	Eildon Seminary	.....	×	×	×	0	0	100	.....	$100	.....	$0	$0	$4,000	38	September 13.
458	Family and Day School for Girls	.....	.....	×	×	.....	.....	1,000	.....	.....	.....	.....	.....	.....	38	Sept., last Thurs.
459	Academy of the Sacred Heart	0	×	×	×	0	0	2,300	273	100	$75,000	0	0	3,000	40	Sept., 1st Wed.
460	English, French, and German Boarding and Day School.	×	×	×	×	0	×	600	.....	125	*a*6,000	.....	.....	.....	40	September 22.
461	St. Mary's Seminary	×	×	×	×	0	×	500	.....	*b*200	40,000	0	0	7,000	40	September 1.
462	Lexington Female High School *c*	.....	.....	.....	×	0	0	0	.....	.....	.....	.....	.....	.....	36	Sept., 1st Mon.
463	Limestone Springs Female High School.	.....	.....	×	×	×	0	.....	.....	15–40	*d*60,000	0	0	875	40	Feb., 2d Wed.
464	Reidville Female College	×	.....	×	×	×	×	500	.....	30–80	10,000	.....	.....	1,000	40	Feb., 1st Mon.
465	Yorkville Female Institute	0	0	×	×	0	0	0	0	25–50	.....	0	0	1,200	40	Sept., 1st Mon.
466	Clarksville Female Academy	×	×	×	×	×	×	800	.....	60	50,000	0	0	10,000	40	Sept., 1st Mon.
467	Tipton Female Seminary	.....	.....	.....	×	.....	.....	.....	.....	15–20	3,000	.....	.....	.....	40	August.
468	Edgefield Female Seminary	0	0	×	×	0	0	300	.....	40–80	10,000	.....	.....	3,500	40	Sept., 1st Mon.
469	Greenwood Seminary	×	×	×	×	.....	.....	3,000	.....	*b*400	20,000	0	0	2,500	40	Sept., 1st Mon.
470	Lebanon Female College	×	.....	×	×	0	0	.....	.....	.....	4,000	0	0	2,300	40	Sept., 1st Mon.
471	St. Mary's School	×	×	×	×	.....	×	.....	.....	.....	.....	.....	.....	.....	40	September 14.
472	Fairmount*	.....	×	×	×	.....	.....	300	.....	*b*280	20,000	.....	.....	*b*10,000	40	March 15.
473	Morristown Female High School	.....	.....	×	×	.....	.....	.....	.....	20–40	5,000	.....	.....	2,000	40	September 1.
474	Branner Female Institute	0	×	×	×	.....	.....	.....	.....	50	20,000	0	0	3,500	40	Sept., 1st Wed.
475	Paris Female Seminary	0	0	×	×	0	0	600	0	30	13,000	0	0	1,500	40	Sept., 1st Mon.
476	Shelbyville Collegiate Institute	.....	×	×	×	×	×	3,000	50	30–50	12,000	.....	.....	.....	40	September.
477	German-American Ladies' College	0	×	×	×	0	0	330	9	30–60	.....	.....	.....	.....	43	Sept., 1st Mon.
478	Live Oak Female Seminary	×	×	×	×	×	×	1,000	0	40	25,000	0	0	2,000	42	February 12.
479	Clark Seminary for Young Ladies	0	0	×	×	0	.....	300	.....	40–60	20,000	0	0	1,800	40	September 1.
480	Ursuline Convent*	.....	×	×	×	.....	.....	300	.....	.....	.....	.....	.....	.....	46	Sept., 1st Mon.
481	St. Agnes Hall	0	0	×	×	0	0	800	.....	40	10,000	.....	.....	.....	39	October 11.
482	Burlington Young Ladies' School	.....	×	×	×	.....	.....	.....	.....	50, 75	.....	.....	.....	1,500	37	September.

483	Montebello Ladies' Institute	------	×	×	×	×	×	1,500	------	----------	----------	----------	----------	----------	38	September.
484	Boarding and Select School of the Sisters of Notre Dame.	------	×	×	×	------	------	225	40	150	10,000	----------	----------	1,500	44	September 1.
485	Academy of the Visitation*	×	×	×	×	×	×	300	------	*b*160	10,000	----------	----------	----------	42	September 1.
486	Sullins Female College	×	×	×	×	0	×	800	50	30	10,000	----------	----------	4,000	40	Aug., 4th Thurs.
487	Piedmont Female Institute	------	×	×	×	0	0	------	------	----------	10,000	----------	----------	2,500	41	September 15.
488	Culpeper Female Institute	------	×	×	×	*a*	------	----------	------	----------	8,000	----------	----------	----------	40	September 13.
489	White Rock Female High School	------	0	×	×	0	------	----------	------	*b*175	5,000	----------	----------	2,000	36	September 20.
490	Ann Smith Academy*	------	------	------	×	0	------	----------	------	50	----------	----------	----------	1,200	39	September 15.
491	Academy of the Visitation, Monte Maria.	×	------	×	×	------	------	5,000	------	200	----------	----------	----------	----------	22	September 1.
492	Landon Female School	------	------	×	×	------	------	200	------	35	3,000	----------	----------	400	40	Sept., last Mon.
493	Suffolk Female Institute	------	------	×	×	------	------	----------	------	30	----------	----------	----------	----------	40	September 15.
494	Yelverton Home School for Young Ladies and Children.	0	×	×	×	0	0	0	------	28	----------	----------	----------	----------	40	September 15.
495	Fairfax Hall	×	×	×	×	0	×	300	------	100	18,000	----------	----------	4,000	40	September 7.
496	Morgantown Female Seminary	------	×	×	×	------	------	700	------	16–36	10,000	----------	----------	----------	40	Sept., 1st Wed.
497	Academy of the Visitation*	×	×	×	×	×	×	3,000	------	*b*250	100,000	----------	----------	----------	43	September 1.
498	Seguin Classical, Commercial, and Musical Institute.	×	×	×	×	------	------	----------	------	----------	----------	----------	----------	----------	44	Aug., last Mon.
499	Lake Geneva Seminary	×	×	×	×	×	×	200	------	----------	50,000	----------	----------	*b*7,479	40	September.
500	St. Mary's Day School	×	×	×	×	×	------	----------	------	----------	----------	0	0	----------	46	Sept., 1st Mon.
501	St. Mary's Institute	------	×	×	×	×	×	1,500	------	180	*e*100,000	----------	----------	----------	44	Sept., 1st Mon.
502	Lakeside Seminary	×	×	×	×	0	0	500	0	50	20,000	0	0	5,600	40	September 15.
503	St. Mary's Institute	0	×	×	×	0	×	150	20	----------	40,000	----------	----------	1,050	43	Sept., 1st Mon.
504	St. Catharine's Academy	×	×	×	×	------	------	2,000	------	*b*150	25,000	----------	----------	----------	44	Sept., 1st Mon.
505	Academy of the Visitation*	×	×	×	×	×	×	3,500	------	25–75	250,000	----------	----------	----------	44	September 1.
506	Georgetown Collegiate Institute	×	×	×	×	------	------	500	------	20–75	10,000	----------	----------	----------	40	September 13.
507	Georgetown Female Seminary	------	------	×	×	0	0	300	------	----------	6,000	----------	----------	----------	40	September 16.
508	Young Ladies' Seminary	0	0	0	0	------	------	----------	------	24–40	----------	----------	----------	----------	44	Sept., 1st Mon.
509	Academy of the Sacred Heart of Mary.*	------	×	------	×	------	------	----------	------	----------	----------	----------	----------	----------	----	
510	Academy of the Visitation	------	×	×	×	------	------	500	50	32–60	----------	----------	----------	----------	44	September 1.
511	Capitol Hill Female Seminary*	------	×	×	×	------	------	----------	------	40–60	----------	----------	----------	----------	40	September.
512	English and French Boarding and Day School.	×	×	0	×	0	0	0	0	100–150	----------	0	0	----------	40	September 18.
513	English and French School for Young Ladies.	×	×	×	×	------	------	300	------	40–100	----------	----------	----------	----------	40	
514	English, French, and Classical Institute.	×	×	×	×	------	------	----------	------	60–100	----------	----------	----------	----------	40	Sept., 2d Mon.
515	Incarnation Church School	0	×	×	×	0	0	130	20	45	----------	----------	----------	----------	40	Sept., 2d Wed.
516	Mt. Vernon Institute*	0	0	0	×	------	------	400	------	100	----------	----------	----------	----------	40	September 20.
517	Mt. Vernon Seminary	×	×	×	×	------	------	521	92	----------	----------	----------	----------	----------	40	September 18.
518	Park Seminary	------	×	------	------	×	×	500	0	80, 100	----------	----------	----------	----------	40	
519	Pinkney Institute*	------	×	0	0	0	0	0	------	120	----------	----------	----------	----------	40	Sept., 1st Wed.
520	Rosslyn Seminary	------	×	0	×	0	×	100	------	*f* 90	----------	----------	----------	3,968	38	September.
521	St. Cecilia's Academy	×	------	×	×	------	------	80	------	32–48	----------	----------	----------	----------	44	Sept., 1st Mon.
522	School for Young Ladies*	------	×	×	×	------	------	----------	------	----------	----------	----------	----------	----------	40	Sept., 1st Satur.

* From Report of the Commissioner of Education for 1875.
a Apparatus.
b Board and tuition.
c School now closed.
d Original cost of buildings.
e Including day school and convent building.
f Average charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
523	School for Young Ladies and Children.*	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 2d Mon.
524	Washington Female Seminary	.....	×	×	×	0	×	.....	.....	.....	$7,000	.....	.....	.....	40	Sept., 2d Mon.
525	West End Seminary	.....	×	×	×	.....	.....	.....	.....	$40–60	.....	.....	.....	.....	40	September 17.
526	Young Ladies' Boarding and Day School.	.....	×	×	×	.....	.....	460	.....	.....	.....	.....	.....	.....	41	
527	Young Ladies' Seminary*	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
528	Muskogee Institute	0	0	.....	×	0	0	.....	.....	(*a*)	*b*4,000	.....	*c*$4,000	$0	43	Sept., 1st Wed.
529	Cherokee Female Seminary*	.....	.....	×	.....	.....	.....	.....	.....	.....	75,000	.....	.....	.....	40	Sept., 1st Mon.
530	Academy of Our Lady of Light	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	Nov., 1st Mon.
531	St. Paul's School	0	0	×	×	0	0	.....	.....	32–48	8,000	$0	0	2,000	40	Sept., 1st Mon.
	PART III.—*Schools for boys and girls.*															
532	Andrews Institute	×	.....	×	.....	0	.....	120	20	10–30	3,000	.....	.....	800	40	Aug., 1st Mon.
533	Greene Springs School	.....	.....	0	×	×	×	2,000	10	50	3,000	0	0	1,200	39	October 1.
534	Burrell School	0	.....	×	0	0	×	0	0	0	4,000	.....	.....	0	30	October 1.
535	Germania Institute	.....	.....	.....	.....	.....	.....	.....	.....	32½–62½	2,000	.....	.....	3,000	40	September.
536	Bentonville Institute*	0	0	0	0	0	0	0	.....	25	14,000	.....	.....	1,400	40	January 25.
537	Evening Shade College	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,000	.....	.....	.....	.....	
538	Greenwood Male and Female Institute.	.....	.....	×	×	0	0	0	0	.....	3,000	.....	.....	2,000	40	Sept., 1st Mon.
539	Searcy District High School	0	0	×	×	0	.....	.....	.....	30	5,000	.....	.....	2,400	40	September 1.
540	Batavia Select School*	.....	×	×	0	0	×	.....	.....	.....	2,000	.....	.....	1,600	38	April 14.
541	Gilroy Seminary	0	0	.....	×	0	0	450	20	30–50	8,000	0	0	2,000	40	July.
542	Napa Collegiate Institute	0	×	×	×	×	0	340	20	48	35,000	6,000	600	4,800	40	August 2.
543	Placerville Academy	×	×	×	×	×	×	250	20	50–60	16,000	0	0	1,750	40	August.
544	Goethe's German School	.....	×	×	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	.....	

545	Howe's High School and Normal Institute.*	.....	×	×	×	.....	×	.....	.....	48	.....	.....	.....	3,000	52	
546	Sacramento Home School	.....	×	×	.....	0	0	40	0	40	2,000	0	0	1,000	40	May.
547	Sacramento Select School	×	×	×	.....	0	0	.....	.....	22–55	.....	.....	.....	.....	48	January 1.
548	Sacramento Young Ladies' Seminary.	×	×	×	0	0	0	700	0	60	40,000	.....	.....	1,700	49	January 2.
549	University (City) College	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	July 6.
550	Home School for Girls	×	×	.....	×	.....	.....	.....	.....	*d*375	6,000	.....	.....	.....	40	September.
551	Golden Hill Institute and Family Boarding School.	0	×	×	×	0	×	2,060	30	60	25,000	0	0	1,125	40	September 1.
552	Morgan School	×	×	0	×	×	×	500	0	24	66,000	100,000	6,000	448	40	September.
553	Bacon Academy	0	0	×	.....	0	×	300	.....	.....	5,000	23,000	1,600	30	40	September 1.
554	Durham Academy	.....	.....	×	×	0	×	1,100	100	28	10,000	0	0	800	40	September.
555	Glastonbury Academy	0	0	×	×	×	×	.....	.....	24–34	3,000	.....	.....	1,800	40	April, 2d Mon.
556	Goshen Academy	0	0	0	0	0	0	0	.....	27	800	.....	60	200	40	September 1.
557	Greenwich Academy	.....	×	×	×	×	×	.....	0	30–50	7,000	0	0	.....	40	September.
558	Brainard Academy	×	×	×	×	×	×	.....	.....	50	25,000	.....	200	.....	40	September.
559	Kent Cottage Seminary	.....	×	.....	×	0	0	.....	.....	40	.....	.....	.....	1,200	40	September 18.
560	Rocky Dell Institute*	.....	.....	.....	.....	×	0	.....	.....	36	.....	.....	.....	.....	.....	Sept., 3d Wed.
561	Mystic Valley English and Classical Institute.	×	.....	×	×	×	×	500	100	50	8,000	.....	.....	1,500	40	August 27.
562	New Britain Seminary	×	×	.....	×	0	×	.....	.....	40–100	10,000	.....	.....	.....	40	September 4.
563	Waramang Academy	0	0	×	.....	0	0	0	.....	25, 50	1,000	0	0	350	30	September 1.
564	Fitch's Home School for Young Ladies and Boys.	×	×	×	.....	.....	.....	2,073	40	*d*150	.....	1,000	.....	.....	.....	September 6.
565	Seabury Institute	×	×	×	×	0	0	185	12	*e*25	25,000	.....	.....	2,000	40	September 12.
566	English and Classical School	×	×	×	×	0	0	.....	.....	40	10,000	0	0	1,200	40	September 12.
567	Green's Farms Academy*	0	0	0	0	0	0	0	.....	36	2,000	.....	.....	1,000	40	September 1.
568	Wilton Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 15.
569	Winchester Institute	0	0	×	×	0	0	.....	.....	30	10,000	.....	.....	200	40	September 1.
570	Parker Academy	0	0	0	0	0	×	0	.....	40–48	12,000	.....	.....	1,200	40	Sept., 1st Mon.
571	Wilmington Conference Academy	0	0	×	×	0	0	0	0	45	50,000	0	0	2,700	40	September 3.
572	Felton Seminary	×	×	×	×	0	0	800	0	*e*25	12,000	0	0	2,000	39	August 28.
573	Georgetown Academy	0	0	×	0	0	0	0	.....	30	.....	.....	.....	400	40	September 4.
574	Laurel Classical and Commercial Academy.	0	0	0	0	0	0	0	.....	*e*25	2,500	.....	.....	756	43	September 1.
575	Milford Seminary*	0	0	×	×	0	0	0	.....	33	5,000	1,200	.....	800	40	September 1.
576	Smyrna Seminary	0	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
577	Taylor Academy*	.....	×	0	0	×	×	250	.....	.....	16,000	0	0	4,500	39	Sept., 1st Mon.
578	Wyoming Institute of Delaware	×	.....	.....	×	0	×	180	20	*e*30	6,000	.....	.....	1,600	40	September 4.
579	Cookman Institute	.....	×	×	×	0	0	75	0	0	2,500	0	0	0	28	October 15.
580	Masonic Academy	0	0	×	×	.....	0	1,200	200	40	7,000	0	0	1,200	40	October 1.
581	Christ Church School	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500	.....	.....	1,000	39	October 1.
582	West Florida Seminary	0	0	0	0	0	×	.....	0	0	12,000	50,000	3,000	0	36	October 1.
583	Anniamna Classical School	0	0	.....	×	.....	.....	500	.....	*d*202	8,000	.....	.....	3,500	40	Jan., 3d Monday.
584	Mulberry Grove Academy	.....	.....	.....	.....	.....	.....	.....	.....	24	200	.....	.....	525	40	February 1.
585	Clark University	.....	.....	×	.....	.....	.....	1,500	.....	9	32,000	.....	.....	.....	36	September 3.
586	Bairdstown Academy	0	0	0	0	0	0	0	.....	20	500	0	0	500	.....	Jan., 2d week.
587	Gordon Institute	×	×	×	×	×	×	1,000	500	40–50	12,000	.....	.....	6,000	40	September 1.

* From Report of the Commissioner of Education for 1875.

a Creek Council appropriates $100 per year for each student.

b Value of buildings and apparatus.

c Appropriation from treasury, (Creek Nation.)

d Board and tuition.

e Average charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
588	Benevolence Male and Female High School.	0	0	.....	×	0	0	.....	....	$25	$1,000	.....	.....	$300	40	January.
589	Blackshear Academy	0	0	0	0	0	0	0	0	*a*20	.....	.....	.....	.....	40	January 1.
590	Grooverville Academy	0	0	0	×	0	0	0	....	24–40	2,000	$0	$0	1,200	40	January 8.
591	Peach Orchard High School	0	0	....	....	0	0	0	....	....	300	.....	.....	.....	40	January 8.
592	Lodge Academy	0	0	0	0	0	0	0	0	35	1,000	0	0	6,000	40	Jan., 2d Mon.
593	Butler Female College and Male Institute.	×	×	×	×	0	×	.....	.....	40	8,000	.....	.....	3,000	40	August 27.
594	Paris Hill Academy	0	0	0	0	0	0	0	0	37½	350	0	0	600	40	Jan., 1st Mon.
595	Carroll Masonic Institute	0	0	×	×	0	0	.....	.....	16–40	2,500	.....	.....	.....	40	Jan., 2d Wed.
596	Erwin Street School	....	×	×	×	0	0	0	.....	20–35	.....	0	0	1,000	40	January 15.
597	Plenitude Academy	.....	.....	.....	.....	.....	.....	.....	.....	31½	1,000	.....	.....	750	36	Feb., 1st Mon.
598	Cochran High School	.....	.....	.....	×	0	0	.....	....	.....	800	.....	.....	910	40	January 15.
599	Conyers High School	0	0	0	0	0	0	.....	.....	16–40	1,500	.....	.....	1,200	50	Jan., 2d Mon.
600	Corinth Academy	.....	.....	.....	.....	.....	.....	.....	.....	15–30	400	.....	.....	400	40	January 8.
601	Crawford Academy	0	0	×	×	0	0	.....	....	20–40	1,000	.....	.....	1,400	40	January.
602	Danburg High School	×	....	×	×	.....	.....	.....	.....	*a*30	800	.....	.....	1,500	40	January 15.
603	Cedar Grove Academy *b*	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	300	24	Jan., 1st Mon.
604	Dirt Town Academy	.....	....	×	×	0	0	.....	....	*a*25	1,000	.....	.....	1,500	40	January 8.
605	Farmersville Academy	0	0	0	0	0	0	0	0	10–30	500	0	0	.....	40	January.
606	Euharlee Academy	.....	.....	.....	.....	0	0	.....	.....	20–40	500	.....	.....	600	40	January 1.
607	The Fairburn Academy	×	×	×	×	0	0	0	....	30	2,000	0	0	1,000	40	January 8.
608	Flemington Institute	0	0	0	0	0	0	0	0	30–40	100	0	0	500	43	January 1,
609	Franklin Institute	.....	.....	0	0	.....	.....	0	....	15–35	1,200	.....	.....	.....	40	
610	Oak Grove Academy	0	0	0	0	0	0	0	0	.....	700	0	0	300	40	January 15.
611	Pine Grove Academy	.....	.....	.....	.....	.....	.....	.....	.....	24	150	0	0	.....	40	February 1.
612	Rabun Gap High School	.....	.....	×	.....	0	0	0	0	*a*10	1,700	.....	.....	861	40	July 1.
613	Braswell Academy	0	0	0	0	0	0	0	0	20	500	0	0	400	32	Jan., 2d Mon.

614	Bradwell Institute	0	0	×	×	0	0	310	104	30	2,500			1,200	40	September 1.
615	Hogansville School				×	0	0	0		20–50	5,000	0	0	1,100	40	January.
616	Planters' High School									30	600			900	36	January 8.
617	Farmers' High School	×	×	×	×	0	0			25	800			1,200	40	Feb., 1st Mon.
618	Martin Institute			×	×			175	9	*c*30	2,300	16,000	1,200	2,100	40	Jan., 3d Wed.
619	Auburn Institute			×	×		×			35				1,500	40	January 15.
620	Kingston Academy				×					30	500			1,000	40	January 15.
621	Meson Academy	0	0	×	×	×	×	200	0	20–50	3,000	3,000	200	1,500	40	January 8.
622	Liberty Hill High School	0	0	0	0	0	0	0	0	35				1,000	40	July, 2d Mon.
623	Washington Institute	×	×	×	×	×	×	50		16–40	9,000			800		January 17.
624	Long Cane Academy	×				0	0				500			600	40	Jan., 3d Mon.
625	Hunter's Select School	×	×	0	0	×	×			60				2,500	40	October 1.
626	Temperance Hill High School	0	0	×	0	0	0	0	0	25	200			300	30	February 15.
627	Marshallville High School		×	×	×	0	0			30	6,000	0	0	1,500	40	January 15.
628	Milner High School	0	0	0	0	0	0	0	0	25	1,500	0	0	600	33	January 17.
629	Montezuma High School									20	400				40	
630	Mountville Academy	0	0	0	0	0	0			20–35	500				40	January 15.
631	Nacoochee Male and Female High School.			×	×	0	0			15–30	5,000			1,000	40	Sept., 2d Mon.
632	Mercer High School*			×	×	0	0			35	50,000		1,200	20,000	40	September 1.
633	Anthon School										600			900	40	January 1.
634	Pine Log Masonic Institute	0	0	×	×	0	0	0		15–30	1,000			900	40	January 1.
635	Talbot Valley Select School	0	0	×	×	0	0	0		20–40	1,200	0	0	1,500	40	January.
636	Powelton Male and Female School	0	0	0	0	0	0	0		*a*20	250	0	0		32	January.
637	D. Campbell's Home School	0	0	0	×	0	0	0		20	500			500	40	Jan., 1st Mon.
638	Sandersville High School	0	0	×	×	0	×			16–40	6,000			4,200	40	January 15.
639	Smithville Academy	0	0	0	0	0	0	0	0		1,000	0	0	500	40	Jan., 2d Mon.
640	Spalding Seminary	×		×	×	0	0	200	0	15–35	4,000	0	0	700	40	January 15.
641	C. P. Beman School	0	0	0	0	0	×			30–50		0	0	1,000	44	January 15.
642	Spring Place High School									30	1,000				40	
643	Stone Mountain Institute	×	×	×	×	0	0			18–36					36	Jan., 2d Mon.
644	Summerville Academy	0	0	0	0	0	0	0		15–30	500	0	0	600	40	January 15.
645	Sylvania Academy				×					20–30	800	0	0	700	40	January 17.
646	Collinsworth Institute	×				0	×	410	0	15	2,800	0	0		40	January 15.
647	Tazewell Academy	0	0	0	0	0	0	0	0	*a*25	250	0	0	420	40	January 17.
648	Thomson High School	0	0	0	0	0	0	0	0	*a*30		0	0	1,000	40	Jan., 3d Mon.
649	Toccoa Collegiate Institute	×			×	0	0	0		30				1,200	20	January.
650	Union Point High School	0	0	×	×	0	0	0		*a*30	800	0	0	950	40	Aug., 4th Mon.
651	Walthourville Academy		×		×			200		*a*28	1,000				40	Jan., 1st Mon.
652	Warrenton Academy		×		×	0		0		20, 40	1,000				42	January 15.
653	Dawson Institute	0	0	×	×	0	0	0			1,500	0	0	1,200	36	January.
654	Sumach Seminary	0	0	0	0	0	0	0			2,000			*d*400	40	Aug., 1st Mon.
655	Zebulon Academy	0	0	0	0	0	0	0			1,000	0	0	400	40	Jan., 3d Mon.
656	German Evangelical Lutheran School.			×						6	6,000			721	40	September 1.
657	Aledo Academy	×	×		×	0	×	104	4	35	4,000			1,700	40	Sept., 1st Tues.
658	Jennings Seminary	0	0	×	×	×	×	300		*a*36	75,000			20,000	39	September 1.
659	Institute of the Immaculate Conception.		×	×	×			300		180	80,000					September.

* From Report of the Commissioner of Education for 1875.

a Average charge. *b* School closed at present. *c* The endowment fund pays about one-third of this charge. *d* For five months.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
660	Bunker Hill Academy	0	0	×	×	×	×	100	.....	$40	$30,000	$600	$50	$1,800	36	August 28.
661	German Institute	.....	×	×	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	
662	Rogers' Collegiate Institute	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
663	Howe Literary Institute	.....	×	×	×	0	0	.....	.....	30	25,000	0	0	.....	36	September 1.
664	Northern Illinois College	0	0	×	×	×	×	580	0	28–32	30,000	17,500	1,750	1,550	38	September 13.
665	McDonough Normal and Scientific College.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
666	Rock River Seminary	.....	.....	×	×	×	×	1,200	100	45	80,000	.....	.....	8,000	39	Aug., last Mon.
667	Grand Prairie Seminary and Onarga Commercial College.	.....	×	×	×	0	×	750	.....	24	17,000	17,000	1,300	2,775	40	August.
668	Edgar Collegiate Institute	0	0	×	×	0	.....	250	.....	30	6,000	.....	.....	.....	36	September 10.
669	Chaddock College	.....	.....	×	×	.....	×	2,000	.....	30	200,000	.....	.....	.....	39	September 6.
670	Battle Ground Collegiate Institute	.....	.....	.....	.....	.....	×	2,000	.....	24	75,000	.....	.....	2,500	37	September 3.
671	Friends' Bloomingdale Academy	0	0	0	0	×	×	500	0	18–30	12,000	4,500	450	1,500	37	September 26.
672	Bourbon College	.....	.....	.....	.....	.....	.....	40	.....	30	5,000	0	0	2,200	43	September 4.
673	Barnett Academy	0	0	0	×	0	×	17	0	16–28	4,000	0	0	1,000	40	Sept., 1st Mon.
674	Select School	.....	.....	×	.....	.....	.....	.....	.....	15–25	.....	.....	.....	.....	40	Sept., 1st Mon.
675	Northeastern Indiana Literary Institute.	0	×	0	0	0	×	260	12	10½–24	6,000	0	0	600	36	August 22.
676	Spiceland Academy	.....	.....	.....	.....	×	×	2,000	40	*a*26	12,000	3,000	300	5,000	40	Sept., 1st week.
677	Stockwell Collegiate Institute and Normal School.	0	0	×	×	×	×	.....	.....	25	10,000	0	0	.....	38	September.
678	St. Paul's Academy	×	×	×	×	.....	.....	.....	.....	*b*135	.....	.....	.....	.....	42	Sept., 1st Mon.
679	Preparatory department of Vincennes University.	0	0	×	0	.....	×	350	0	*c*9	7,000	42,000	4,200	500	39	Sept., 1st Mon.
680	Waveland Collegiate Institute	.....	×	×	×	0	×	.....	.....	20–32	*$15,000	.....	.....	.....	40	September 4.
681	Ackworth Institute	.....	.....	.....	.....	.....	×	300	.....	21, 25	10,000	.....	.....	1,500	36	September 18.
682	Albion Seminary	.....	.....	×	×	.....	.....	350	.....	20	15,000	10,000	500	1,800	36	September.

683	Jones County Academy				×					12, 18					36	September 1.
684	Birmingham Academy and Boarding School.	0	0	0	0	0	0	30		18–25	6,000			1,500	44	Aug., 1st Mon.
685	Blairstown Academy	×	×	×	×	×	0	0	0	20	8,000	0	0		36	Sept., 1st Mon.
686	Bradford Academy	0	0	0	0	0	0	300	20	18–27	2,000	0	0	800	36	Sept., 1st Mon.
687	First German Evangelical School			×						9				700	50	May 1.
688	Graff's School									24					40	September 1.
689	Coe Collegiate Institute			×	×	×	0			30–36	100,000	10,000	700		37	September 20.
690	St. Joseph's Academy of the Sacred Heart.		×	×	×			100		20, 28, 75	20,000	0	0		44	September 1.
691	Evangelical Lutheran Parish School.										1,000				52	
692	Friends' Select School	0	0	0	0	0	0	0			600					
693	Decorah Institute	×	×	×		×	×			25				2,240	40	Sept., 1st Mon.
694	Denmark Academy	×	×	×	×	0	×	500		24–27	25,000	8,000	500	4,000	40	Sept., 1st Wed.
695	St. Francis Xaverius' School									6	4,500					
696	Eldora Academy	0	0	0	0	0	0	0		19½	2,500			1,200	36	Sept., 1st Mon.
697	Epworth Seminary	0	0	×	×	0	0	0		24	3,600			1,200	37	September 5.
698	Grinnell Academy	×	×	×	×		×	6,000	300	18				1,500	38	September 6.
699	Lenox Collegiate Institute	0	0	×	×	0	×	1,030	30	*a*27	15,000	13,000	1,200	4,076	37	Sept., 1st Wed.
700	Iowa City Academy	0	0	0	0	0	0	0	0	30		0	0		37	September 13.
701	St. Agatha's Seminary		×	×	×	×	×	500	50	12–28					42	Sept., 1st Mon.
702	Irving Institute									20–30	3,000			500	40	September 1.
703	Jefferson Academy	×	×	×	×	×			100	12–40	6,000			900	36	September.
704	Kossuth Academy	0	×	×	0	0	0	65	12	18, 25	6,000			600	39	Sept., 1st Mon.
705	Friends' Academy		0	0	0	0	0	9	9	19	10,000		200	750	38	September 11.
706	Le Grand Christian Institute			×	×	0	0	100		16	10,000	10,500	630		40	September 17.
707	Riverside Institute			×	×					20–40	5,000			2,000	40	September 4.
708	Mitchell Seminary			×	×						40,000			960		September.
709	New London Academy	0	0	0	0	0	0	0		15	4,000	0	0		36	September 5.
710	New Providence Academy	0	×	×	0	0	×			25	6,000				35	September 15.
711	Hazel Dell Academy									24	5,000				40	Aug., 3d Mon.
712	Cedar Valley Seminary		×	×	×	×	×	77	31	15–24	15,000	10,000	1,000		39	Sept., 3d Wed.
713	Troy Academy	0	0	0	0	0	0	0		28–32	2,000	0	0	1,000	40	September 1.
714	Eclectic Institute	0	0	0	0	0	0	0		20				600	40	September.
715	Tilford Academy	×	×	0	×			500		30	25,000			3,500	36	September 1.
716	Washington Academy	0	×	0	0	0	0	0	0	26, 32	6,000	0	0	3,000	40	September 4.
717	Wilton Collegiate Institute	0	0		×	0	0	75	75	18½	15,000	2,200	220	1,200	38	September 1.
718	Geneva Academy					0	×		0	10–16	3,000	0	0		40	September 1.
719	Hartford Collegiate Institute	0	×	×	×	0	0	40	2	15	5,000	0	0		36	September 21.
720	Bracken County Academy				×			1,500		30–50	10,000			3,000	40	Sept., 1st Mon.
721	Bardstown Male and Female College.			×	×					35	14,000				40	Sept., 1st Mon.
722	La Rue County High School	0	0		×	0	0	0		20–40	1,700				40	Sept., 1st Mon.
723	Alexander College	0	0	×	×	0	0	1,000	0	40	14,000	1,500		2,000	40	September 1.
724	Carroll Seminary			×	×		×			20–40	10,000			3,000	40	Sept., 1st Mon.
725	Green River Academy and Science School.	×	×	×	×	0	0	0		20	5,000	0	0	4,000	40	Sept., 1st Mon.
726	Eminence Seminary, (male and female.)		×	×	×					30–45	3,500				40	Aug., last Mon.
727	Kentucky High School							100		75	20,000			4,500	40	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1875. *a* Average charge. *b* Board and tuition. *c* Tuition free in the higher classes.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
728	Ghent College	0	0	×	×	0	.....	0	.....	$20–50	$18,000	$0	$0	$2,000	40	Sept., 1st Mon.
729	Owen College	.....	×	×	×	×	0	.....	.....	*a*35	7,000	.....	.....	3,000	40	Sept., 1st Mon.
730	Hodgenville Seminary	0	0	0	0	0	0	0	.....	*a*30	1,200	.....	.....	.....	40	Sept., 1st Mon.
731	Franklin Institute	.....	×	×	×	0	0	400	30	35	6,000	.....	.....	3,500	40	Sept., 1st Mon.
732	German and English Academy	0	×	×	0	×	×	0	.....	52–76	30,000	0	0	7,500	40	Sept., 1st Mon.
733	Clay Seminary	×	.....	.....	×	0	0	.....	.....	40	500	0	0	1,000	40	September 1.
734	Graves College	0	0	.....	×	×	0	0	.....	20–50	4,000	0	0	1,600	40	Sept., 1st Mon.
735	Maysville Seminary	.....	×	×	×	×	×	.....	.....	50	.....	.....	.....	.....	40	Sept., 1st Mon.
736	Minerva Male and Female College*	0	0	×	×	0	0	200	.....	25	4,000	.....	.....	1,200	44	Sept., 1st Mon.
737	Morganfield Collegiate Institute	×	×	×	×	.....	.....	.....	.....	30	4,000	0	0	.....	40	September 1.
738	Henry Male and Female College	×	×	×	×	×	×	1,500	.....	36–50	5,000	.....	.....	.....	40	August 28.
739	Browder Institute	0	0	×	×	0	0	0	0	30, 40	3,000	0	0	.....	40	Sept., 1st Mon.
740	Owenton High School*	0	0	0	×	0	0	.....	.....	30	1,500	0	0	1,500	40	September 1.
741	Bath Seminary*	.....	×	×	×	0	×	.....	.....	30	10,000	0	0	2,500	40	Sept., 1st Mon.
742	Princeton College	0	0	×	×	0	0	300	0	*a*40	20,000	0	0	.....	40	Sept., 1st Mon.
743	Male and Female Academy*	0	0	0	0	0	0	0	.....	40	6,000	0	0	.....	40	September 13.
744	Fairview Male and Female Seminary.	0	0	.....	×	0	0	0	0	*a*30	4,000	0	0	1,500	36	Sept., 1st Mon.
745	Masonic Institute	0	.....	.....	×	0	0	.....	.....	20–40	10,000	0	0	1,000	40	Sept., 1st Mon.
746	Riverside Seminary	.....	.....	×	×	.....	.....	200	.....	22	4,000	.....	.....	1,000	40	Sept., 1st Mon.
747	Winchester Male and Female High School.	.....	×	×	×	×	×	.....	.....	*a*50	12,000	0	0	3,000	40	September 1.
748	St. Matthew's Academy*	0	0	×	×	0	0	2,000	.....	.....	5,000	0	0	3,000	42	Sept., 1st Mon.
749	Hebrew Educational Institute	0	0	0	×	0	0	0	0	*a*40	10,000	0	0	6,000	43	September 1.
750	Somerset Academy*	.....	×	×	0	0	.....	.....	.....	14	2,500	5,911	413	205	32	August 23.
751	Gould's Academy	0	0	×	×	×	×	600	5	18–22	3,000	4,200	200	.....	42	September.
752	Blue Hill Academy	.....	.....	.....	.....	.....	.....	100	.....	.....	1,500	10,000	600	99	.....	.....
753	East Maine Conference Seminary	.....	.....	×	×	×	×	1,300	.....	21	.....	.....	.....	600	42	August.

754	China Academy	0	0		×	0	×	75		12–19½					33	Sept., 1st Mon.
755	Corinna Union Academy	0	0	0	0	0	×			6–9	2,000	2,142	126	304	20	Feb., last Tues
756	Greely Institute	×	×	×	×	×	×	500	25	14–18	15,000	21,000	1,260	136	34	September 1.
757	Westbrook Seminary	×	×	×	×	×	×	1,000	25	*a*20	103,000	20,000		2,250	32	August.
758	Exeter High School	0	0	×	×	0	0	0		10	4,000	600	40	400	20	September 1.
759	Foxcroft Academy	0	×	0	0	×	×	250	2	12–21	3,000	2,200	150	500	36	Mar., 1st Mon.
760	Freedom Academy					0	0	0	0		2,000	0	0	200	23	Sept., 1st Tues.
761	Fryeburg Academy		×		×	×	×	415	3	*a*20	10,000	4,000		900	42	September 6.
762	Hallowell Classical and Scientific Academy.	×		×	×	0	×	100	0		30	60,000	4,500	400	1,086	39	September.
763	Hampden Academy				×	×	×	500	0	12–15	4,000	1,000	75	500	36	September 1.
764	Hartland Academy	0	0		×	×	×			8	6,000	1,000	60	354	30	September 4.
765	Houlton Academy	0	0	0	0	×	×	300		20	10,000	25,000		1,500	40	September.
766	Lee Normal Academy	0	0	0	0	0	×	0	0	7–10	1,800	3,800	225	225	21	
767	Limington Academy*		×		×	0				12	4,000	1,000	70	300	24	Aug., 3d Wed.
768	Mattanawcook Academy										1,500		150			
769	Litchfield Academy	0	0	0	×	0	×	200	0	8–10	3,000	50		396	21	September.
770	Monmouth Academy	0	0	×	×	×	×	150	0	*a*8	3,500	4,800	280	450	22	February 27.
771	Lincoln Academy	0	0	×		0	×			16–24	3,000	10,300	600	1,350	40	Sept., 1st Mon.
772	Eaton Family and Day School	×	×	×	×	×	×	300		20–50	10,000			2,800	39	August.
773	Paris Hill Academy*		×	×	×	0	0	0			3,000	1,000	60		33	Sept., 1st Tues.
774	Patten Academy and Free High School.					×	×				2,000	3,000	200		30	
775	Berwick Academy	0	0	×	×	0	0	500	2	22½	8,000	10,000	800	450	39	June 28.
776	Oxford Normal Institute	×		×						11	5,000		1,656	119	36	April, 2d Tues.
777	Oak Grove Seminary*		×	×	0	×	×	350			25,000			1,250	34	Aug., last Tues.
778	Knapp's Institute	×	×	×	×	×	×	2,000	0	*b*60	80,000			10,000		April 1.
779	School of Modern Languages									150				8,000	36	Oct., 1st Mon.
780	Zion School	×	×	×		×	×	1,300		20	50,000		(12,000)		42	September 1.
781	Holy Trinity School	0	0	×	×	0	0	0		50	6,000				38	September 1.
782	Darlington Academy	0	0	0	0	0	0	0	0	16	2,500	0	0		40	September 1.
783	Elkton Academy	0	0	0	0	0	0	0		27	10,000		*c*500	650	40	September 1.
784	Mechanicstown Male and Female Seminary.*		×		×	0	0			30½				825	39	September 1.
785	New Windsor College		×	×	×	×	0	1,500	0	42	65,000			2,000	38	September 25.
786	Punchard Free School	0	0	×	0	×	×	85	0	0	40,000	75,000	4,600	0	38 3-7	Aug, last Wed.
787	Powers Institute	0	0	0	×	0	×	3,000	120	24	10,000	10,000	1,200	1,300	34	Aug., last Wed.
788	Houghton School	0	×	0	0	0	0	50	6		6,000	12,000	840	0	40	August.
789	School of Modern Languages	0	0	0	0	0	0	0		100				*d*3,000	36	October 2.
790	Hitchcock Free High School	×	×	×	×	×	×	1,400	170	0	15,000	80,000	4,200	*e*87	41	August.
791	Deerfield Academy and High School	0	0	0	0	×	×	500			4,000	16,000	1,000		36	April.
792	Nichols Academy		×	×	×	0	×	200		25	20,000	6,000	420	656	40	August 29.
793	Partridge Academy	0	0	0	0	0	×	40		*f*20	5,000	20,000	1,200	180	40	Sept., 1st Mon.
794	Lawrence Academy		×				×			18	3,000	10,000	700	500	36	September 1.
795	Dean Academy	×	×	×	×		×	800	0	30	250,000	150,000	9,000	3,950	40	Sept., 1st Tues.
796	Hopkins Academy	0	0	0	0	0	×					30,000	2,000		40	Aug., 4th Mon.
797	Hanover Academy	×	×	0	0	0	×	200	12	26–30	4,000	*g*2,200	73	60	41	September.
798	Derby Academy		×	×	0	×	0			*h*6	5,000	30,000	1,854	418	40	June 20.
799	Leicester Academy	×	×	×	*e*	×	×				15,000	35,000	2,150	630	41	August.
800	Barstow School		×	0	0	0		40	0	0	2,000	7,000	350		40	September.

* From Report of the Commissioner of Education for 1875. *a* Average charge. *b* Including music and languages. *c* Annual State appropriation. *d* From German department. *e* For music. *f* To non-resident pupils. *g* Also thirteen shares Lake Champlain and Ogdensburg stock. *h* To Hingham pupils; $26 to non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
801	Eaton Family School	×	×	.....	×	0	0	500	50	*a*$300	$8,000	.....	.....	$2,500	42	Sept., 1st Mon.
802	Peirce Academy	0	×	×	×	×	×	.....	.....	*b*35	15,000	$11,000	$750	700	39	Sept., 1st week.
803	Coffin School	0	0	×	0	×	×	850	80	8	17,000	45,000	2,400	800	40	September 1.
804	Friends' Academy	0	×	×	0	×	×	1,500	0	75–150	35,000	3,000	200	6,435	40	Sept., 1st Mon.
805	Consolidated High and Putnam Schools.	×	×	0	0	×	×	300	0	0	40,000	56,351	3,461	0	43	Sept., 1st Mon.
806	South Berkshire Institute	.....	.....	.....	.....	.....	×	.....	.....	50	12,000	.....	.....	1,000	40	Sept., 1st week.
807	New Salem Academy	.....	×	.....	×	×	×	310	.....	15–24	10,700	6,750	*c*405	780	38	Dec., 1st Tues.
808	Sawin Academy and Dowse High School.	×	×	×	0	×	×	100	.....	40	27,000	20,000	1,400	372	38	September.
809	Dummer Academy	0	0	0	0	0	0	300	0	21	10,000	20,000	1,200	358	39	Aug., 4th Tues.
810	Waltham New Church School	.....	×	×	×	×	×	.....	.....	30–100	20,000	8,000	500	3,000	39	September 16.
811	Willow Park Seminary	×	×	×	×	0	×	200	0	*a*400	14,000	.....	.....	*a*9,000	36	September.
812	Wesleyan Academy	×	×	×	×	×	×	5,170	193	*b*50	153,399	0	0	10,672	39½	August 23.
813	German-American Seminary	0	×	×	0	×	×	520	30	24–30	20,000	7,000	700	5,160	44	August 14.
814	Latimer Hall *d*	.....	.....	×	×	0	0	50	0	50	30,000	.....	.....	1,000	40	Sept., 2d Wed.
815	St. Croix Valley Academy	.....	.....	.....	×	.....	×	500	.....	30	7,000	.....	.....	800	38	September 26.
816	Caledonia Academy	×	.....	0	0	0	0	125	.....	30	4,000	.....	.....	.....	36	September.
817	Bethlehem Academy and Parish School.	.....	×	×	×	.....	.....	200	.....	.....	24,000	.....	.....	2,500	38	Sept., 1st Mon.
818	Hokah Convent*	.....	×	×	×	0	0	50	.....	.....	4,000	.....	.....	2,000	48	September 1.
819	Christ Church Parish School	.....	.....	×	0	0	0	.....	.....	10	.....	0	0	350	36	Sept., 1st Mon.
820	Red Wing Collegiate Institute	0	×	×	×	0	×	300	20	30	30,000	.....	.....	2,100	36	September 15.
821	St. Louis School*	0	0	×	0	0	0	0	.....	.....	10,000	0	0	0	40	September.
822	St. Paul Home School and Kindergarten.	×	×	×	×	×	×	1,500	300	50	9,500	.....	.....	5,000	44	September 1.
823	Wesleyan Methodist Seminary	.....	0	×	×	×	0	202	48	*b*16	15,000	10,000	1,000	776	39	September 20.
824	Yazoo District High School	.....	×	×	×	×	0	0	0	20–40	3,500	.....	.....	.....	40	Sept., 2d Mon.

825	High School*	.....	.....	.....	×	×	0	.....	.....	.....	40,000	.....	.....	900	40	Sept., 1st Mon.
826	McComb City Academy*	0	0	×	×	0	0	.....	.....	.....	8,000	.....	.....	.....	40	September 1.
827	Parks' Female Institute*	0	0	0	0	0	0	0	.....	.....	200	0	0	.....	40	September 4.
828	Sardis Institute	0	×	×	×	0	0	1,000	200	25	4,500	*e*900	900	4,000	40	September 1.
829	Vaiden Male and Female Institute	0	0	0	×	0	0	0	0	30–50	8,000	0	0	1,300	43	September 1.
830	Arcadia College	0	0	×	×	0	0	.....	.....	20–50	50,000	.....	.....	.....	40	Sept., 2d Mon.
831	Chillicothe Academy	0	0	0	0	0	0	.....	.....	40	4,000	0	0	1,500	40	Sept., 1st Mon.
832	Grand River College	.....	.....	.....	.....	.....	.....	.....	.....	30	10,000	.....	.....	.....	36	September 15.
833	Lincoln Institute	.....	×	×	×	0	0	860	93	.....	35,000	6,300	200	0	36	Oct., 1st Mon.
834	Marionville Collegiate Institute	.....	.....	×	×	0	0	150	150	15–25	25,000	.....	.....	1,200	36	June, 3d Thurs.
835	St. Paul's College	.....	×	.....	×	×	×	2,000	50	40	15,000	.....	.....	1,600	40	Sept., 1st Wed.
836	Van Rensselaer Academy*	0	0	.....	×	0	0	0	.....	40	6,000	0	0	1,120	40	Sept., 1st Mon.
837	Shelby High School	×	.....	×	×	0	0	0	.....	*b*26½	3,000	0	0	1,000	40	Sept., 1st Mon.
838	Stewartsville Seminary	0	0	×	×	0	×	100	50	20–50	4,000	0	0	600	40	Sept., 1st Mon.
839	Proctor Academy	0	0	0	×	×	×	200	20	16½–27	10,000	0	0	903	39	Aug., 4th Tues.
840	Atkinson Academy*	0	0	×	0	×	×	1,000	.....	25	5,000	4,000	240	750	39	August 28.
841	Beede's Academic and Normal Institute.	0	0	0	.....	0	0	300	.....	18	10,000	0	0	500	34	September 1.
842	Stevens High School	0	0	0	0	0	×	400	.....	*f*21	30,000	10,000	1,000	190	39	Sept., 1st Mon.
843	Colebrook Academy	0	0	0	0	×	×	.....	.....	10	5,000	1,200	96	500	23	Sept., 1st Wed.
844	Pinkerton Academy	.....	.....	.....	×	×	×	351	.....	21	5,000	20,000	1,150	750	40	August 27.
845	Dover High School*	0	0	×	0	×	×	100	.....	.....	30,000	0	0	.....	38	September 1.
846	Franklin Academy	.....	.....	.....	.....	.....	×	600	50	20	12,000	6,000	400	1,000	33	September.
847	Penacook Normal Academy	×	×	×	×	×	×	1,900	1,600	32	35,000	0	0	2,800	40	Sept., 1st Wed.
848	Francestown Academy	0	0	×	×	×	×	338	12	18, 21	3,500	11,086	605	466	36	August 29.
849	Gilmantown Academy	×	×	×	×	0	×	600	.....	15, 18	10,000	9,000	600	300	36	Aug., 4th Tues.
850	Hampton Academy	0	0	×	×	0	0	.....	.....	18	8,000	3,000	180	800	40	September.
851	Hillsborough Bridge Union School and Valley Academy.	.....	×	×	.....	.....	.....	.....	.....	10, 12	5,000	.....	.....	850	40	August 27.
852	Contoocook Academy	.....	.....	.....	×	0	0	0	.....	9	2,500	.....	.....	500	20	August.
853	Kingston Academy	.....	.....	.....	.....	.....	.....	.....	.....	5 & 6	3,000	3,000	180	400	40	Sept., 1st Mon.
854	Lancaster Academy	0	0	0	0	0	×	.....	.....	22	.....	2,000	.....	800	39	August 28.
855	Marlow Academy	.....	.....	.....	.....	×	×	.....	.....	.....	3,000	.....	.....	.....	22	Aug., last week.
856	Milton Classical Institute	.....	.....	.....	.....	.....	.....	.....	.....	10½–15	2,000	.....	.....	500	32	September.
857	McCollom Institute	×	0	×	×	0	×	1,000	25	19	10,000	15,000	900	700	36	Sept., 1st Wed.
858	Nashua Literary Institution	0	0	0	0	×	×	0	0	17½–24½	5,000	0	0	950	42	May 1.
859	New Hampton Literary Institution	.....	×	×	×	×	×	4,000	.....	20–26	30,000	18,000	1,000	3,180	40	August 20.
860	Appleton Academy	×	×	×	×	×	×	500	.....	24	20,000	25,000	1,500	600	39	September 1.
861	North Conway Academy	.....	×	×	.....	0	0	0	.....	16–24	1,000	500	33	450	30	September 20.
862	Coe's Northwood Academy	×	×	×	×	0	×	551	51	18	2,500	700	42	600	36	Sept., 1st Wed.
863	Northwood Seminary	0	×	0	×	×	×	600	0	.....	4,000	2,500	200	500	33	September 1.
864	Pembroke Academy	0	0	0	0	×	×	316	15	17½–21	5,200	7,844	488	973	39	Aug., last Tues.
865	Pittsfield Academy	×	×	×	×	0	×	.....	.....	15–30	8,000	2,000	100	750	33	September 1.
866	Smith's Academy and Commercial College.	×	×	.....	.....	.....	.....	500	.....	20	*g*500	.....	.....	.....	40	September 1.
867	Raymond High School	×	×	×	×	0	0	0	0	8	500	0	0	.....	22	February.
868	McGaw Normal Institute	×	×	0	×	.....	×	100	.....	25	10,000	10,000	600	750	38	Sept., 1st Mon.
869	Dearborn Academy	0	0	×	.....	.....	×	50	0	10½	5,000	5,000	250	250	33	September.
870	New Hampshire Conference Seminary and Female College.	.....	×	×	×	×	×	1,600	0	*b*25	35,000	10,000	730	2,500	39	Aug., 3d Wed.

* From Report of the Commissioner of Education for 1875.
a Board and tuition. *b* Average charge. *c* Also $300 from rents.
d Includes Ridley Hall, a branch school. *e* State funds. *f* To non-residents. *g* Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
871	Warner Free High School	.....	.....	.....	.....	.....	.....	200	20	(*a*)	$10,000	$25,000	$1,600	$85	39	September 21.
872	Tubbs' Union Academy	.....	.....	.....	.....	0	0	.....	.....	.....	.....	1,500	90	.....	.....	August 22.
873	Kearsarge School of Practice	×	×	×	×	×	×	50	50	$15–30	5,000	.....	.....	1,125	30	September 1.
874	Wolfborough and Tuftonborough Academy.	0	0	0	0	0	0	0	.....	12	5,000	0	0	500	24	September 1.
875	Farnum Preparatory School	0	×	×	×	.....	×	100	30	20	40,000	20,000	1,200	2,500	40	January 1.
876	Blair Presbyterial Academy	.....	×	×	×	0	0	.....	2	40	50,000	37,000	2,590	*b*6,280	40	September 6.
877	New Jersey Collegiate Institute	×	.....	×	×	0	×	500	.....	40–55	15,000	3,000	1,500	2,500	42½	Sept., 1st Mon.
878	Bound Brook Institute	.....	×	.....	×	0	0	0	.....	60	6,000	.....	.....	.....	40	September 1.
879	South Jersey Institute	×	×	×	×	×	×	600	100	40, 50	100,000	2,500	175	10,000	40	Sept., 1st Wed.
880	Brainerd Institute	.....	.....	×	×	.....	.....	.....	.....	32	10,000	.....	.....	.....	40	Sept., 1st Mon.
881	Jefferson Park Academy	.....	×	×	×	0	×	575	25	40–120	15,000	.....	.....	7,000	40	September 18.
882	Misses Hayward's English and French School.*	.....	×	×	×	0	0	300	.....	100	.....	.....	.....	.....	40	Sept., 3d Wed.
883	English and Classical School	0	0	×	×	0	0	125	0	*c*12	*d*300	0	0	600	44	Sept., 1st Mon.
884	Hackensack Academy*	.....	.....	.....	.....	.....	.....	.....	.....	40–100	.....	.....	.....	.....	.....	September 7.
885	Centenary Collegiate Institute	×	×	×	×	×	×	500	50	39, 51	200,000	.....	.....	.....	40	September 6.
886	Hoboken Academy	×	×	×	.....	.....	×	.....	.....	*c*42	23,600	.....	.....	16,019	44	Sept., 1st Mon.
887	Martha Institute	×	×	×	.....	.....	.....	.....	.....	*c*32	60,000	.....	.....	5,000	44	Sept., 1st Mon.
888	Glenwood Institute	.....	×	×	×	×	×	75	.....	40–75	12,000	0	0	3,500	40	September 13.
889	St. Stephen's School	.....	×	×	.....	0	0	.....	.....	20–100	*12,000	.....	.....	800	40	Sept., 1st Tues.
890	Hulse Seminary*	.....	×	×	×	.....	.....	.....	.....	.....	10,000	.....	.....	.....	40	September.
891	Newton Collegiate Institute	×	.....	×	×	.....	×	.....	.....	24–60	15,000	.....	.....	3,000	39	September 8.
892	Pennington Institute	×	×	×	×	0	0	2,200	.....	12–40	30,000	.....	.....	1,000	44	August.
893	Boarding and Day School for Young Ladies and Children.	0	0	0	0	0	0	0	.....	32–100	.....	.....	.....	1,000	40	September 11.
894	Seminary at Ringoes	×	×	.....	.....	.....	.....	.....	.....	32	3,000	.....	.....	500	44	August.
895	Union Academy	0	0	0	0	.....	.....	0	.....	21–27	10,000	0	0	400	36	

896	Stevensdale Institute	×		×	×	×	×			60	*d*1, 000				40	Sept., 2d Mon.
897	Springfield Institute	×	×	×			×	100		*c*40					40	September.
898	Summit Institute*		×	×	0	0	×				6, 000			2, 500	40	September 18.
899	Hungerford Collegiate Institute	×	×	×	×	×	×	1, 266	26	27–40	58, 000	0	0	4, 287	39	September 4.
900	Cottage Seminary	×	×	×	×	0	0	0		30	4, 000	0	0	360	39	September 19.
901	Amenia Seminary	0	×	×	×	×	×	1, 800		36	34, 000			2, 472	39	Sept., 1st Mon.
902	Amsterdam Academy	×	×	×	×	×	×	1, 400	750	*c*72	45, 000	0	0	13, 000	42	July 20.
903	Ives Seminary		×	×	×	×	×	528	5	21–33	35, 150	10, 000	700	2, 514	39	August 23.
904	Argyle Academy	×	0	0	×	0	×	948	1	24	3, 752	0	0	663	39	August 1.
905	Augusta Academy	0	0	0	0	0	×	230	0	15–21	2, 762			249	42	September 1.
906	Cayuga Lake Academy	×	×	×	×	×	×	2, 751	6	*c*28	17, 341	5, 800	371	1, 304	40	Sept., 2d Tues.
907	Bay View Institute	×	×	×	×	0	×	350	10	*b*300	5, 000			3, 000	40	September.
908	Union Academy of Belleville	0	0	×	×	×	×	821	5	*c*30	19, 380	0	0	2, 270	40	September 1.
909	Adelphi Academy	×	×	×	0	×	×	902	0	*c*107	102, 767	0	0	43, 103	40	September 15.
910	Carroll Park School		×		×						30, 000	0	0		40	September.
911	Friends' Seminary	×	×	0	0	0	0	0							40	September 7.
912	German, English, and French Academy.		×	×		0	0	0		32–60	1, 400				45	September 4.
913	Lafayette Academy		×	×	0	0	0	0		40–100		0	0	800	40	September 14.
914	Lockwood's Academy*	×	×	0	0		×	440							40	September 13.
915	Remsen Street School	×	×	×	×	0	×			100–200				5, 000	38	September.
916	St. Mary's Academy*	0	0	×	×	0	0				75, 000	0	0		44	September.
917	Cambridge Washington Academy and Union School.*	×	×	0	×	×	×	1, 500		21	25, 000	2, 000	150	494	40	September 1.
918	Canisteo Academy				×	×	×	315	93	12–30	17, 000	0	0	810	39	Sept., 1st Mon.
919	Canton Union School					0	×	667	0	18	7, 500	1, 500	105	702	40	Aug., 3d Mon.
920	Drew Seminary and Female College	×	×	×	×	×	×	3, 600	0	24–32	60, 000	0	0		38	August 12.
921	Chappaqua Mountain Institute	0	×	0	0	0	×	350		*b*260	61, 000	0	0	*b*10, 800	40	September 11.
922	Chatham Academy	0	0	×	×	0	0			40–60				3, 000	40	September 7.
923	Cincinnatus Academy*	0	0	×	×	×	×	341		20½	5, 000			1, 000	42	
924	Clinton Liberal Institute	0	×	×	×	×	×	2, 600	10	24–36	20, 000	35, 000	2, 400	2, 500	39	August, last Wed.
925	Miss Walther's Private School	×	×	×	0	0				100				1, 500	41	September.
926	Poppenhusen Institute	×	×	0	0	×	×	950	70	0	100, 000	105, 000	8, 000	0		October.
927	Dansville Seminary	×	×	×	×	×	×	759	9	18–30	23, 000	0	0	2, 400	38	September.
928	Deansville Academy									13½	3, 000			500	28	
929	Delaware Academy		×	×	×	×	×	1, 476	3	28	28, 606	5, 250	289	2, 450	42	August 28.
930	Aurora Academy	0	0	0	0	×	×	650		19½, 25½	16, 500			1, 532	40	September 1.
931	East Bloomfield Academy	0	0	0	0	×	×	715	0	12–30	7, 725	0	0		40	September.
932	East Hamburg Friends' Institute	×		0		×	×	62	13	*c*20	10, 175				40	September 9.
933	Marshall Seminary of Easton					0	×	100	0	20–32	12, 000	2, 000	100	1, 600	40	July 1.
934	Rural Seminary		×			0	×	800		12–31½	4, 000				40	September 1.
935	Starkey Seminary	×	×	×	×	×	×	1, 543	6	25	22, 720			3, 774	39	August 28.
936	Methfessel Institute		×	×		0	×			60–120	20, 000			4, 266	42	Sept., 1st Mon.
937	Munro Collegiate Institute	0	0	0	×	×	×	878	3	18–24	20, 000			1, 000	39	August 22.
938	Fairfield Seminary	×	×	×	×	×	×	2, 000		30	22, 000			3, 500	39	August 27.
939	Fergusonville Academy		×	×	×	×	×	530	15	20	10, 000	0	0	500	42	May 1.
940	Fort Plain Seminary and Female Collegiate Institute.		×	×	×	×	×	472	250	42	30, 613	0	0	3, 903	39	September 11.
941	Delaware Literary Institute	×	×	×	×	×	×	1, 800		*c*38½	31, 000			3, 200	42	August 29.
942	Ten Broeck Free Academy	0	0	×	×	×	×	500			24, 000	50, 000	3, 500	950	39	August 22.
943	Friendship Academy	0	0	0	0	×	×	750	25	23	10, 000	0	0	2, 000	39	September 1.

* From Report of the Commissioner of Education for 1875. *a* Free to residents. *b* Board and tuition. *c* Average charge. *d* Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
944	Falley Seminary	0	×	0	×	×	×	720	1	$30	$22,794	$0	$0	$3,178	40	August 31.
945	Gilbertsville Academy and Collegiate Institute.	....	×	×	×	0	×	467	....	*a*24	6,236	2,413	168	1,145	39	August 1.
946	Elmwood Seminary	....	0	0	0	0	0	0	....		6,000	....	....	900	30	Sept., 1st Mon.
947	Glen's Falls Academy	0	0	0	0	×	×	332	....	12–48	10,000	....	....	1,600	40	August 28.
948	Gouverneur Wesleyan Seminary	0	0	×	×	×	×	708	0	24	13,891	21,833	1,523	....	39	June 20.
949	Greenville Academy	0	0	0	×	×	×	351	0	20–32	3,600	0	0	925	40	Sept., 1st Mon.
950	Half Moon Institute	....	....	....	....	×	×	80	40	20	2,800	....	....	500	40	
951	Hartwick Seminary	....	×	×	×	×	×	3,000	70	29	50,000	15,000	975	600	39	September 8.
952	Hudson Academy	....	×	....	....	×	×	192	0	40	12,595	....	....	2,138	40	Sept., 1st Tues.
953	Lansingburgh Academy	×	0	×	0	×	×	452	18	21	....	9,000	900	1,304	40	Sept., 1st Wed.
954	Lawrenceville Academy*	×	×	....	....	×	×	500	....	19½	4,943	....	....	900	40	Aug., last Tues.
955	Le Roy Academic Institute	0	×	0	×	×	×	450	30	*a*37	32,666	9,000	600	3,485	40	Sept., 1st Tues.
956	Normal Institute	....	×	....	....	0	×	300	2	20, 24	2,500	....	....	1,100	40	September 4.
957	Genesee Wesleyan Seminary	×	....	×	×	×	×	1,648	....	0	72,278	54,000	....	....	39	August 24.
958	Lowville Academy	....	×	×	×	×	×	2,600	0	30	24,000	15,000	1,050	3,308	39	August 1.
959	Macedon Academy	0	0	0	×	×	×	300	0	18–33	6,000	0	0	1,300	39	August 23.
960	Franklin Academy	×	×	×	....	×	×	1,350	0	21–24	43,635	3,000	210	919	40	July 15.
961	Marion Collegiate Institute	×	×	×	×	×	×	392	0	18–27	16,439	....	....	1,709	41	September 1.
962	Family School	....	×	....	×	0	0	1,000	20	100	12,000	0	0	3,500	40	Sept., 1st Wed.
963	Mechanicsville Academy	0	×	×	×	×	×	300	2	18	12,000	....	250	3,000	39	September 4.
964	Medina Academy	0	×	0	0	×	×	900	30	21–24	8,000	0	0	800	41	September 1.
965	Mexico Academy	....	....	×	×	×	×	1,207	50	18–30	15,000	....	....	1,832	39	August 29.
966	Montgomery Academy	0	0	0	0	×	×	350	0	*a*21	8,500	0	0	900	42	August 1.
967	Monticello Academy	0	0	×	×	×	×	200	0	32	10,200	0	0	3,476	40	August 31.
968	Sherman Academy	0	0	0	0	×	×	179	16	15	5,450	30,000	2,100	204	39	August 1.
969	Naples Academy	×	....	×	×	×	×	999	....	*a*24½	17,300	....	....	1,700	39	September 6.
970	Nassau Academy	....	....	....	×	....	×	75	....	20	5,922	0	0	800	39	September.

971	New Berlin Academy	0	0	×	×	×	×	372	4	19½	4,400	0	0	1,500	39	September 1.
972	New Paltz Academy*	.....	.....	×	×	×	×	500	.....	.....	7,000	.....	.....	.....	40	September.
973	Academy of the Holy Cross	×	×	×	*	.....	×	400	30	.....	.....	.....	.....	.....	42	Sept., 1st Mon.
974	Friends' Seminary	×	×	0	0	.....	×	.....	.....	60–140	.....	.....	.....	.....	40	September 12.
975	German-American Institute	×	×	×	×	×	×	215	15	40	25,000	.....	.....	.....	44	September 1.
976	Mt. Washington Collegiate Institute.	×	×	0	0	0	×	.....	.....	*a*25	40,000	.....	.....	14,000	40	September 15.
977	St. Matthew's Academy	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,500	40	September 1.
978	St. Vincent's Free School	.....	×	×	×	.....	.....	.....	.....	0	45,000	.....	.....	.....	42	
979	Chili Seminary	.....	×	×	×	0	×	550	25	24, 30	21, 506	0	0	870	39	September 1.
980	Rockland College	0	.....	×	×	0	0	471	.....	60	20,000	0	0	.....	40	September 15.
981	Onondaga Academy	×	×	×	×	×	×	1,000	0	27	13, 506	1,600	112	1,503	.....	August 15.
982	Oxford Academy	.....	.....	×	×	×	×	1,200	12	36	5,000	13,000	910	1,920	40	Aug., 3d Tues.
983	Sauquoit Academy*	.....	×	.....	×	×	×	106	.....	25	5,000	.....	.....	910	39	August.
984	Evans Academy	.....	.....	0	0	0	0	318	0	3–8	9, 608	12,000	1, 200	277	40	July 1.
985	Pike Seminary	.....	.....	.....	×	×	×	487	.....	*a*22. 83	2, 727	26, 545	1, 500	925	40	August 31.
986	Pompey Academy	0	0	0	0	0	0	400	0	18–24	1,000	700	50	550	39	September 1.
987	Franklin Academy*	.....	×	×	×	.....	×	1,600	.....	21	.....	.....	.....	.....	42	August 23.
988	Pulaski Academy	×	.....	×	×	×	×	500	.....	30	20,000	.....	.....	2,000	39	August 22.
989	Chamberlain Institute	×	×	×	×	×	×	1,200	100	15–24	66, 400	40,000	2, 800	3, 550	42	August 22.
990	Red Creek Union Seminary	.....	.....	.....	×	×	×	180	.....	21	12,000	0	0	500	39	June 20.
991	De Garmo Institute	×	×	×	×	×	×	0	.....	*a*40	23, 500	0	0	5, 040	40	Sept., 2d Mon.
992	Rochester Realschule	×	×	×	.....	0	×	200	25	13. 20–36	17,000	.....	.....	3,000	48	May 1.
993	St. Peter's Academy	.....	×	×	×	.....	.....	150	.....	20	12,000	.....	.....	3,000	44	Sept., 1st Mon.
994	Washington Academy	×	×	×	×	×	×	1, 800	25	25	32,000	.....	.....	3,000	44	Sept., 1st Mon.
995	Saugerties Institute	0	0	0	0	0	0	0	0	28	8,600	0	0	2, 795	40	Aug., last Mon.
996	Sodus Academy	×	×	×	×	×	×	325	10	20	4, 506	0	0	1, 200	42	August 20.
997	Rogersville Union Seminary	.....	.....	×	×	0	×	225	.....	24	9, 685	.....	.....	991	39	August 31.
998	Southold Academy	×	.....	.....	×	0	0	90	.....	28–32	6,000	.....	.....	800	40	Sept., 1st Mon.
999	Griffith Institute and Springville Union School.	.....	.....	×	×	×	×	200	15	*a*18	.....	10,000	700	1, 100	41	August 1.
1000	Mountain Institute	×	.....	×	×	0	0	0	0	30	12,000	0	0	480	42	Sept., 3d Mon.
1001	Trumansburg Academy*	0	0	0	0	×	×	300	.....	.....	5, 500	0	0	889	40	Sept., 1st Mon.
1002	Unadilla Academy	×	×	.....	.....	×	×	345	28	21	4, 114	10, 000	700	1, 055	42	September 1.
1003	Oakwood Seminary	.....	.....	.....	.....	×	×	550	.....	42–57	30,000	0	0	2, 300	40	September.
1004	Walton Academy and Union School	0	×	×	×	×	×	575	31	30	10, 300	.....	.....	904	42	August 21.
1005	Walworth Academy	.....	×	×	×	×	×	445	.....	15¾–24¾	9, 282	.....	.....	900	42	July 16.
1006	Warrensburgh Academy	0	0	0	×	×	×	180	0	28½	3, 775	0	0	956	44	September 1.
1007	River Side Seminary	.....	×	×	×	×	×	600	35	*b*300	20,000	0	0	6, 750	40	September 11.
1008	West Winfield Academy	×	×	×	×	×	×	500	.....	*a*21	20,000	0	0	2, 500	40	August 29.
1009	Whitestown Seminary	×	×	×	×	×	×	2, 500	.....	24–36	96,000	.....	.....	6,000	39	August 26.
1010	Middlebury Academy	0	0	×	×	×	×	1, 200	0	18	6, 300	5, 500	385	1, 062	39	September.
1011	Belvidere Academy	.....	×	.....	.....	.....	×	100	.....	18–40	3,000	.....	.....	700	38	October 1.
1012	Rock Spring Seminary	×	0	0	×	0	×	.....	.....	10-40	2, 800	.....	.....	1,000	40	Aug., 1st Wed.
1013	East Bend Academy	.....	.....	.....	.....	.....	.....	.....	.....	12–40	.....	.....	.....	400	40	Jan., 1st Mon.
1014	Graham High School	.....	.....	×	×	0	0	0	.....	45	5,000	.....	.....	.....	40	Aug., 1st Mon.
1015	Hicksville High School	0	.....	0	.....	0	0	0	.....	10–30	2,000	.....	.....	500	40	Jan., 2d Mon.
1016	Somerville Institute	0	0	×	×	×	×	.....	.....	20–25	500	.....	.....	.....	20	February.
1017	Lincoln Academy	0	0	0	0	0	0	0	0	10–35	.....	0	0	.....	40	January.
1018	Monroe High School	0	0	×	×	0	×	73	0	30-60	10,000	0	0	3,000	40	Aug., 2d Wed.

* From Report of the Commissioner of Education for 1875.

a Average charge.

b Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1019	New Garden Boarding School	.....	.....	.....	.....	×	×	1,200	18	$30	$15,000	$6,000	$600	$4,700	40	November 13.
1020	Locust Hill Seminary	.....	.....	×	×	0	×	2,000	.....	30–50	.....	0	0	1,200	40	July, 4th Mon.
1021	Johnson Normal School	.....	.....	×	×	0	0	100	0	0	3,000	.....	.....	.....	30	October.
1022	Washington School	0	.....	×	×	0	0	150	50	.....	7,000	.....	.....	196	36	Oct., 1st Mon.
1023	Sylvan Academy	.....	.....	.....	.....	.....	.....	.....	.....	10–21	1,200	.....	.....	500	40	January 1.
1024	Williston Academy	0	0	×	0	0	0	0	.....	8	6,000	0	0	557	32	October.
1025	Yadkinville School	0	0	0	0	0	0	0	.....	10–25	1,000	0	0	400	40	Aug., 1st week.
1026	Albany Enterprise Academy	.....	.....	.....	.....	.....	.....	95	.....	.....	11,000	.....	.....	.....	14	Sept., 1st Tues.
1027	Alum Creek Academy	.....	.....	.....	.....	×	×	300	100	16	1,500	.....	.....	400	39	September 6.
1028	Grand River Institute	0	0	×	×	×	×	850	50	19½–24	10,000	10,500	800	.....	39	August 22.
1029	Bartlett Academy	.....	0	×	.....	0	0	.....	.....	28	5,000	.....	.....	1,200	40	Sept., 1st Tues.
1030	Randall Academy	×	×	×	×	0	×	0	0	16	3,000	0	0	.....	44	September 1.
1031	Beverly Academy*	0	0	0	0	0	.....	0	.....	22	4,000	2,250	180	950	40	Apr., 2d Mon.
1032	Canton Collegiate Institute	.....	.....	.....	.....	.....	.....	.....	.....	40	20,000	.....	.....	2,000	40	September 5.
1033	Academy of Central College	0	0	.....	×	×	×	500	0	24	13,500	0	0	1,000	39	August 30.
1034	Dague's Collegiate Institute	.....	×	×	×	×	×	500	500	20, 30	5,000	.....	.....	.....	40	Sept., 1st Mon.
1035	Hughes High School	×	.....	×	.....	×	×	1,100	40	*a*60	150,000	.....	2,000	2,700	42	Sept., 1st Mon.
1036	Clermont Academy	.....	×	×	×	×	×	.....	.....	30	4,000	.....	.....	1,098	36	Oct., 1st Mon.
1037	Cleveland Academy	.....	×	×	.....	0	×	50	0	*b*75	25,000	0	0	.....	40	September 10.
1038	Ewington Academy*	.....	.....	.....	.....	.....	.....	.....	.....	25	2,500	.....	.....	.....	44	Aug., 1st Mon.
1039	Gallia Academy*	0	0	×	×	×	×	225	.....	24–30	17,000	11,000	550	1,300	39	September 1.
1040	Germantown Institute	0	0	0	×	0	0	200	200	40	10,000	.....	.....	800	40	Sept., 1st Thurs.
1041	Goshen Seminary*	.....	×	0	0	0	.....	.....	.....	32	3,000	.....	.....	850	.....	.....
1042	Harlem Springs College	.....	.....	×	×	0	0	0	0	34	8,000	0	0	1,200	40	August 30.
1043	Hartford Academic Institute	0	0	0	0	0	0	18	0	18	2,900	0	0	1,400	38	August 29.
1044	Atwood Institute	0	0	0	0	0	0	0	.....	18	4,000	.....	.....	700	33	.....
1045	Lexington Seminary	0	0	×	×	0	0	.....	0	21	2,500	0	0	600	42	Aug., last Mon.
1046	Lodi Academy	.....	×	×	×	0	0	300	.....	18	30,000	.....	.....	2,500	38	September 1.

1047	Madison Seminary	×	×	×	×	0	0	0	.....	16–20	5,000	0	0	500	40	August 15.
1048	Morning Sun Academy	0	0	0	0	.....	.....	150	0	35	6,000	.....	.....	600	40	Sept., 1st Mon.
1049	Madison Academy	.....	×	.....	.....	.....	.....	.....	.....	*b*25	5,000	.....	.....	800	39	Sept., 1st Mon.
1050	New Hagerstown Academy	.....	.....	×	×	0	×	100	.....	18–33	.....	.....	.....	.....	38	Sept., 1st Mon.
1051	Pierpont Central High School*	0	0	0	0	0	0	0	.....	15	1,000	.....	.....	200	39	August 1.
1052	Poland Union Seminary*	0	0	0	0	×	×	400	.....	26	20,000	15,000	800	1,568	39	August 24.
1053	Savannah Male and Female Academy.	0	0	0	×	×	×	200	0	25, 31	16,000	5,000	125	700	40	August 15.
1054	Smithville High School	0	0	×	×	0	×	1,000	.....	22–28	20,000	.....	.....	3,500	42	August 1.
1055	Salem Academy	×	.....	×	×	×	×	1,000	.....	20–30	2,500	700	60	1,300	40	Sept., 1st Mon.
1056	Plains Seminary	0	0	0	0	0	0	.....	.....	25	3,000	.....	.....	500	40	August.
1057	Twinsburgh Institute	0	0	×	×	0	×	800	0	10, 13½	10,000	0	0	275	40	Nov., 3d Mon.
1058	Western Reserve Seminary	.....	.....	×	×	×	×	500	.....	24	10,000	3,000	200	500	39	August 15.
1059	Rayen High School	0	0	0	0	×	×	.....	.....	0	90,000	68,000	5,000	0	38	Sept., 1st Tues.
1060	Albany Collegiate Institute	.....	.....	×	×	0	0	500	25	40	12,000	1,000	120	2,400	40	Sept., 1st Mon.
1061	Ashland Academy	.....	×	×	×	0	0	250	25	20–80	12,000	0	0	3,500	40	Sept., 2d Mon.
1062	Grace Church Parish School	.....	.....	.....	.....	0	0	0	.....	25	1,000	0	0	500	40	Sept., 1st Mon.
1063	Columbia City Academy	×	0	×	×	0	0	0	0	20	1,000	0	0	600	40	Sept., 1st Mon.
1064	La Creole Academic Institute	.....	.....	.....	.....	.....	.....	.....	.....	4½–8	3,000	4,500	450	1,000	38	Sept., 1st Mon.
1065	Grand Ronde Indian Agency Manual Labor Boarding and Day School.	0	×	×	×	0	0	24	4	0	*c*7,000	.....	*d*3,100	0	48	July 1.
1066	Jefferson Institute	0	0	×	×	0	0	0	0	16½–36	7,500	6,000	600	1,750	42	Sept., 1st Mon.
1067	Independent German School	0	0	×	.....	0	0	.....	.....	22	6,000	.....	.....	1,400	44	Sept., 1st Mon.
1068	Umpqua Academy	×	.....	×	×	0	×	.....	.....	*b*26½	7,000	.....	.....	2,000	40	Sept., 1st Mon.
1069	Beaver College and Musical Institute.	0	0	×	×	×	×	550	100	35	40,000	0	0	6,000	40	September.
1070	Bellefonte Academy*	0	0	×	×	0	0	.....	.....	.....	20,000	.....	.....	3,000	40	September. 1.
1071	Mountain Seminary	.....	×	×	×	0	×	1,000	100	40	30,000	.....	.....	.....	38	September 6.
1072	Kallynean Academy	.....	.....	×	×	×	×	1,200	200	22½	10,000	.....	.....	800	44	August, 1st Mon.
1073	Mt. Pleasant Seminary	×	×	×	×	×	0	500	.....	15–35	12,000	.....	.....	600	43	August, 1st Mon.
1074	Witherspoon Institute	.....	.....	.....	.....	0	×	400	.....	*b*27½	12,000	.....	.....	.....	40	Nov., 1st Mon.
1075	Chester Academy	.....	×	×	×	×	×	90	21	*b*51	12,000	.....	.....	4,000	42	Sept., 1st Mon.
1076	Maplewood Institute	.....	.....	.....	.....	×	×	1,000	.....	60	30,000	.....	.....	.....	39	September 18.
1077	Doylestown Seminary	×	×	×	×	×	×	500	.....	60	40,000	.....	.....	7,000	40	Sept., 1st Tues.
1078	Trach's Academy	.....	.....	×	.....	.....	.....	12	2	30–75	*e*40	.....	.....	3,000	44	August 21.
1079	Eldersridge Academy	0	0	0	0	0	0	600	0	20–30	3,000	0	0	766	40	Sept., 1st Wed.
1080	Keystone Academy	0	×	×	×	×	×	480	.....	30	30,000	.....	.....	.....	40	Sept., 1st Tues.
1081	Friends' Graded School	×	×	0	0	0	0	0	0	*b*36	5,000	0	0	.....	40	September.
1082	Friends' Select School	.....	×	0	0	×	×	600	0	50–100	22,000	45,000	3,160	5,316	38	September.
1083	Mt. Dempsey Academy	.....	0	.....	.....	.....	.....	.....	.....	*f*45	.....	.....	.....	.....	.....	
1084	Leechburg Lutheran Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,000	.....	.....	.....	.....	
1085	Greenwood Seminary	×	×	×	0	0	×	200	.....	16–28	10,000	.....	.....	1,000	42	Aug., 2d Mon.
1086	Cedar Hill Seminary	.....	×	.....	×	×	.....	1,000	.....	*g*176	12,000	.....	.....	*g*4,500	44	August 4.
1087	Western Pennsylvania Classical and Scientific Institute.	0	0	×	×	×	×	300	.....	36	25,000	.....	.....	.....	40	August 31.
1088	Laird Institute	.....	.....	.....	.....	×	×	500	.....	*b*27	400	.....	.....	880	40	August 24.

* From Report of the Commissioner of Education for 1875.
a To non-residents.
b Average charge.
c Not including grounds.
d $3,000 from Government under treaty with Indians and $100 from pupils' labor.
e Value of apparatus.
f Per quarter; school not in session during the winter months.
g Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1089	Lake Shore Seminary	0	0	×	×	0	....	300	0	$27	$75,000	$0	$0	$3,000	37	Sept., 1st Mon.
1090	Parkesburg Classical Institute	.....	.....	×	×	0	0	200	25	32-50	65,000	.....	.....	.....	40	September 11.
1091	Friends' Central School	×	×	0	0	×	×	.....	.....	62	50,000	0	0	22,770	40	Sept., 2d Mon.
1092	Friends' Girard Avenue School	×	0	0	0	0	0	0	0	40	.....	0	0	2,500	40	Sept., 1st Mon.
1093	Friends' School	.....	×	0	0	.....	.....	.....	.....	*a*31	10,000	3,850	230	1,848	40	Sept., 2d Mon.
1094	Private School	×	×	×	×	0	0	.....	.....	20	.....	.....	.....	800	44	Sept., 1st Mon.
1095	Reid Institute	.....	.....	×	×	0	0	500	.....	20-24	35,000	.....	.....	800	40	Nov., last Tues.
1096	Clarion Collegiate Institute	×	×	×	×	0	0	150	50	30	10,000	0	0	.....	40	November.
1097	Merrill's Academic School	.....	×	×	×	×	×	235	10	55	15,000	0	0	4,565	40	Sept., 1st Mon.
1098	Classical department of Missionary Institute.	0	×	×	×	×	×	2,500	10	27, 33	25,000	0	0	1,500	39	Aug., 3d Thurs.
1099	Stewartstown English and Classical Institute.	×	×	×	×	.....	.....	.....	.....	30-40	2,500	.....	.....	.....	40	Sept., 1st Mon.
1100	Westtown Boarding School	×	×	0	0	×	×	4,000	125	150	.....	.....	.....	29,029	44	November.
1101	Susquehanna Collegiate Institute	×	.....	×	×	×	×	250	.....	*a*28	50,000	.....	.....	2,300	40	August 21.
1102	Washington Hall Collegiate Institute.	.....	×	×	×	×	×	1,320	120	32-40	16,000	0	0	1,200	40	Sept., 1st Mon.
1103	Hamiltonian Institute	.....	.....	×	×	.....	.....	.....	.....	46	10,000	.....	.....	2,760	39	Sept., 1st Mon.
1104	Unionville Institute*	×	×	×	×	×	×	100	.....	200	15,000	.....	.....	5,000	43	October 1.
1105	Williamsport Dickenson Seminary	×	×	×	×	×	×	2,500	.....	24, 33½	65,000	0	0	.....	40	Aug., last Thurs.
1106	Prince's Hill Family and Day School.	×	×	×	0	.....	×	500	15	40-60	10,000	0	0	1,000	40	Sept., 1st Mon.
1107	Island High School	×	×	×	×	0	0	*c*500	500	50	*b*500	0	0	1,000	40	September 4.
1108	Friends New England Boarding School.	.....	×	0	0	×	×	3,000	150	*d*100-300	700,000	130,000	8,700	*d*38,000	40	September 6.
1109	Avery Normal Institute	0	×	×	0	0	.....	508	8	9	25,000	.....	.....	1,842	37	Oct., 1st Mon.
1110	Brainerd Institute	.....	.....	×	.....	.....	.....	50	.....	.....	3,500	.....	.....	.....	40	October 1.
1111	Benedict Institute	.....	.....	0	0	0	0	1,000	200	4	30,000	0	0	.....	40	October 1.

1112	Curryton Baptist High School	.....	.....	×	×	0	0	0	.....	30–40	2,000	.....	.....	1,800	40	September 1.
1113	Gowensville Seminary	.....	.....	.....	×	0	0	.....	.....	*a*24	2,000	.....	.....	1,156	40	February 1.
1114	Brewer Normal School*	.....	×	0	0	0	0	.....	.....	6	4,000	.....	.....	.....	40	Sept., 1st Wed.
1115	Lexington High School	.....	.....	.....	.....	.....	.....	56	39	26	500	.....	.....	583	40	Oct., 1st Mon.
1116	Masonic Male and Female Academy.	.....	.....	.....	.....	.....	.....	.....	.....	30	4,000	.....	.....	1,000	20	August.
1117	Ebenezer Male and Female Academy.	.....	.....	.....	.....	.....	.....	.....	.....	25	1,000	.....	.....	1,000	40	September.
1118	Enon Seminary	0	0	0	0	0	0	0	.....	10	2,000	.....	.....	100	40	August.
1119	Buffalo Institute	.....	×	×	.....	.....	.....	.....	.....	12–28	2,500	.....	.....	800	37	Sept., 1st Mon.
1120	Centreville Academy*	.....	×	×	×	.....	.....	.....	.....	32	5,000	800	.....	.....	40	September 1.
1121	Chapel Hill High School*	0	0	×	.....	0	0	.....	.....	28	2,000	.....	.....	1,500	40	January.
1122	Tracy Academy	.....	.....	.....	.....	0	0	0	.....	30–70	1,500	0	0	900	40	January 1.
1123	Chatata Seminary	0	0	×	×ₑ	0	0	175	10	16	2,500	.....	.....	750	40	Aug., 1st Thurs.
1124	Clifton Masonic Academy	0	0	×	×	0	0	0	.....	.....	2,500	0	0	1,000	40	September 1.
1125	Cane Creek Academy	0	0	0	×	0	0	900	.....	5–15	3,500	.....	.....	1,200	40	Aug., 1st Mon.
1126	Stonewall Male and Female College.	0	0	×	×	0	0	0	.....	25, 50	12,000	.....	.....	2,500	40	Sept., 1st Mon.
1127	Culleoka Institute*	0	0	0	0	0	0	525	.....	40	.....	.....	.....	1,800	40	August 7.
1128	Lauderdale Male and Female Institute.	0	.....	.....	×	0	0	0	0	*a*35	1,500	0	0	1,500	40	Sept., 1st Mon.
1129	Flag Pond Seminary*	0	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	40	July 19.
1130	Friendsville Institute	0	0	0	0	0	×	.....	.....	.....	3,000	0	0	700	36	August 22.
1131	Rhea Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1132	West Tennessee Seminary	×	×	×	×	0	0	250	50	14–40	3,500	.....	.....	1,500	40	Sept., 1st Mon.
1133	Huntington Male and Female Academy.	.....	.....	×	×	0	0	0	.....	30	1,200	.....	.....	.....	20	Sept., 1st Mon.
1134	Sam Houston Academy	.....	.....	×	×	.....	.....	.....	.....	.....	7,000	5,000	500	975	.....	.....
1135	South Normal School and Business Institute, (academic departm't.)	×	×	×	×	0	0	750	.....	15–50	5,000	.....	.....	2,000	40	Sept., 1st Mon.
1136	Masonic Academy	0	0	0	0	0	0	0	0	21	2,000	0	0	800	40	Aug., 1st Mon.
1137	Hopewell Academy	.....	.....	×	.....	.....	.....	.....	.....	15–30	2,000	.....	.....	350	40	September 3.
1138	Savannah Grove Academy	0	0	0	0	0	0	0	0	15	500	0	0	60	40	Aug., 1st Mon.
1139	Loudon High School	.....	.....	.....	×	×	×	.....	.....	.....	7,500	.....	.....	1,000	20	Sept., 1st Mon.
1140	Lynchburg Male and Female Institute.	0	0	×	.....	0	0	.....	.....	20–40	2,000	.....	.....	800	40	Feb., 3d Mon.
1141	Macedonia Academy*	0	0	0	0	0	0	0	.....	16–32	3,000	0	0	360	40	Sept., 1st Mon.
1142	McKenzie College, (preparatory department.)	×	.....	×	×	×	×	(*e*)	.....	*a*16	(*e*)	0	0	(*e*)	40	Sept., 1st Mon.
1143	Waters and Walling College*	0	0	×	×	0	0	.....	.....	30	8,000	.....	.....	1,000	40	Aug., 1st Mon.
1144	Martin Male and Female Academy	0	0	.....	.....	×	×	1,000	300	*a*26, 66	2,500	.....	.....	2,500	40	Sept., 1st Mon.
1145	Mt. Pleasant Female Academy	0	×	×	×	×	×	100	0	55	5,000	0	0	4,500	40	Sept., 1st Mon.
1146	McMinn Grange High School	0	0	.....	×	0	0	50	50	10–25	2,000	.....	.....	800	40	Aug., 1st Mon.
1147	Nashville Normal and Theological Institute.	.....	.....	×	×	0	0	2,500	200	9	90,000	0	0	300	39	September 1.
1148	Holston Seminary*	0	0	0	0	0	0	0	.....	20	10,000	.....	.....	1,000	40	September.
1149	Oak Hill Institute*	0	0	×	×	×	×	150	.....	20	7,000	0	0	6,000	40	August 4.
1150	Chattanooga District High School*	.....	.....	.....	×	.....	.....	.....	.....	18	3,500	.....	.....	800	40	August 10.
1151	Temperance Hall	×	×	×	×	.....	.....	100	20	.....	.....	.....	.....	.....	20	Aug., 3d Mon.

* From Report of the Commissioner of Education for 1875.

a Average charge. *b* Value of apparatus. *c* The library is kept in the school room and used by the school, but does not belong to it. *d* Board and tuition. *e* See collegiate department, Table IX.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Continued.

PART III.—*Schools for boys and girls*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1152	Mrs. Welch's School	.....	.....	×	×	.....	.....	.....	.....	$20–30	$3,000	.....	.....	$1,200	40	Sept., 1st Mon.
1153	Woolsey College	.....	.....	.....	.....	.....	.....	.....	.....	18	4,000	.....	.....	.....	36	
1154	Oak Grove Academy*	0	0	×	0	0	0	0	.....	10	1,500	$0	$0	500	40	July 27.
1155	Clear Spring Academy	.....	.....	.....	.....	.....	.....	.....	.....	10–20	1,000	.....	.....	700	40	September 1.
1156	Ripley Academy	.....	.....	.....	.....	.....	.....	.....	.....	25	1,500	.....	.....	750	40	Sept., 1st Mon.
1157	Sequatchie College	.....	.....	×	×	.....	.....	.....	.....	8–16	10,000	.....	.....	1,500	20	Mar., 1st Mon.
1158	Madison Academy	0	0	×	×	0	0	0	.....	21	1,000	10,000	600	800	40	Aug., 1st Mon.
1159	Fulton Academy*	0	0	×	×	0	0	.....	.....	25	4,000	0	0	.....	40	August.
1160	Cumberland Institute*	0	0	0	0	0	0	0	.....	.....	1,000	.....	.....	700	20	February 21.
1161	Nourse Seminary	0	0	0	0	0	0	0	.....	.....	5,000	0	0	1,250	40	August 3.
1162	White Seminary	0	0	×	.....	0	0	.....	.....	15–20	1,000	.....	.....	600	40	February.
1163	Melrose Institute*	.....	×	×	×	0	0	.....	.....	35	3,500	0	0	3,000	40	Sept., 1st Mon.
1164	Obion College	0	0	×	×	0	0	0	0	*a*25	10,000	0	0	600	20	Sept., 1st Mon.
1165	Pleasant Grove Seminary	0	0	×	....[b]	0	0	0	.....	*a*17	2,000	.....	.....	.....	40	February 20.
1166	Watauga Academy*	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	
1167	Gonzales College	0	0	×	×	.....	.....	0	....	*a*35	5,000	0	0	1,500	40	September 1.
1168	Lancaster Masonic Institute	0	0	×	×	×	×	0	0	20–50	5,000	0	0	.....	40	Sept., 1st Mon.
1169	Riverside Institute	0	0	0	0	0	0	0	0	20–50	4,000	.....	.....	1,000	40	September 4.
1170	Wiley University	.....	×	×	.....	.....	.....	1,200	500	.....	6,000	.....	.....	.....	36	Sept., 1st Mon.
1171	Owensville High School*	0	0	0	×	0	0	0	.....	30	2,000	0	0	1,000	40	Sept., 1st Mon.
1172	Alamo Select School	.....	×	.....	×	0	0	130	....	40	.....	.....	.....	600	40	September.
1173	St. Mary's Hall*	.....	×	×	0	0	0	0	....	.....	12,000	0	0	3,000	40	Sept., 1st Mon.
1174	Coronal Institute	×	×	×	×	×	0	.....	.....	*a*40	10,000	.....	.....	3,500	40	Sept., 1st Mon.
1175	Addran College	×	×	×	×	0	×	200	....	20–40	8,000	.....	.....	.....	36	Sept., 3d Mon.
1176	Barre Academy	×	×	×	×	×	×	500	.....	30	25,000	.....	.....	3,900	40	August 20.
1177	Goddard Seminary	.....	×	×	×	×	×	800	100	*a*30	75,000	0	0	2,100	40	August 22.

1178	Bradford Academy and Union High School.	×	×	×	×	×	×	1,200	100	18, 22	1,000	3,000	.....	100	40	August 21.
1179	Brattleboro' Academy*	.....	×	.....	×	×	×	200	.....	$23\frac{1}{2}$	10,000	1,000	100	1,050	36	Aug., last Wed.
1180	Bristol Academy	×	×	×	×	×	×	0	.....	$12–22\frac{1}{2}$	4,500	0	0	1,650	33	Sept., 2d Tues.
1181	Derby Academy	0	0	.....	×	0	×	.....	.....	*a*20	.....	.....	.....	1,200	33	August 28.
1182	Essex Classical Institute	0	0	0	0	0	×	.....	.....	18	5,000	10,000	600	.....	32	September 1.
1183	Christ Church School	.....	×	×	×	.....	.....	.....	.....	12–21	.....	.....	.....	275	32	Sept., 1st week.
1184	Orleans Liberal Institute	0	0	×	0	0	×	36	3	9	1,200	1,400	85	290	24	August 23.
1185	Hardwick Academy*	0	0	0	0	0	0	21	.....	15	1,500	0	0	250	33	March 6.
1186	Lamoille Central Academy	×	.....	.....	×	0	0	.....	0	13.65, 15	3,000	0	0	493	33	Sept., 1st Wed.
1187	Jericho Centre Academy*	0	0	0	0	0	0	0	.....	.....	1,500	0	0	500	33	September 1.
1188	Black River Academy	×	.....	×	×	×	×	100	15	18–20	3,000	.....	.....	600	34	August 22.
1189	Lyndon Literary Institution	.....	.....	.....	×	×	×	200	.....	15–33	25,000	4,000	240	969	39	August 29.
1190	McIndoe's Falls Academy	.....	.....	.....	×	0	0	0	0	12–15	.....	3,000	200	450	33	September 1.
1191	Morgan Academy	0	0	0	0	0	0	.....	.....	3	800	2,000	35	60	12	Sept., 1st Mon.
1192	Beeman Academy	.....	.....	×	×	×	×	.....	.....	20–30	4,000	11,500	700	1,030	40	August 21.
1193	Norwich English and Classical Boarding School.	0	0	×	×	0	0	350	.....	21–24	6,000	.....	.....	1,800	39	August 24.
1194	Caledonia County Grammar School	.....	×	.....	×	×	×	0	.....	12–16	8,000	15,000	800	1,000	41	Sept., 1st Tues.
1195	Troy Conference Academy	×	×	×	×	×	×	1,500	0	20	100,000	0	0	3,500	40	Aug., last Wed.
1196	St. Johnsbury Academy	×	×	×	×	×	×	300	20	30	100,000	13,400	1,800	5,000	40	Aug., last Tues.
1197	Vermont Academy	×	×	.....	×	×	0	50	50	24, 30	2,200	70,000	4,200	.....	39	Sept., 1st week.
1198	Shoreham Central High School*	.....	×	×	×	.....	.....	.....	.....	.....	9,000	.....	.....	800	39	August 24.
1199	Green Mountain Perkins Academy	0	0	×	×	×	×	1,000	0	18	2,000	13,000	900	850	34	August 30.
1200	Thetford Academy and Boarding School.	.....	.....	×	×	×	×	1,500	.....	20–24	10,000	5,000	300	1,000	42	September 1.
1201	Yeates' Lower School	0	0	0	0	0	0	0	.....	.....	4,000	2,000	120	0	40	Oct., 1st Mon.
1202	Elk Creek Academy	0	0	0	0	0	0	0	0	10–30	1,200	0	0	900	40	Sept., 1st Mon.
1203	Church and Home School for Girls and Small Boys.	0	0	×	×	0	0	50	0	*a*15	.....	.....	.....	.....	40	September 20.
1204	Union Academy	0	0	0	0	0	0	0	.....	.....	2,000	0	0	400	40	September.
1205	Suffolk Collegiate Institute	×	.....	×	×	0	0	.....	.....	*a*30	4,500	0	0	2,900	40	Sept., last Mon.
1206	St. Alphonsus' School	.....	.....	×	0	0	0	360	20	6	25,000	0	0	2,500	44	September.
1207	St. Joseph's Academy*	.....	×	×	×	0	0	400	.....	40	40,000	.....	.....	3,700	44	Sept., 1st Mon.
1208	St. Mary's School*	0	0	0	0	0	0	0	.....	10	.....	0	0	100	41	September 1.
1209	Albion Academy and Normal Institute.	.....	.....	×	×	×	×	.....	.....	18–24	75,000	0	0	1,800	42	Aug., last Tues.
1210	Dupont Academy	.....	.....	.....	.....	.....	.....	365	.....	.....	.....	.....	.....	.....	.....	September 6.
1211	Elroy Seminary	.....	.....	.....	×	.....	.....	.....	.....	$17\frac{1}{2}–20\frac{1}{2}$	4,000	.....	.....	1,106	39	August 30.
1212	Wisconsin Female College	×	×	×	×	×	0	800	0	26	35,000	6,000	350	1,800	38	Sept., 1st Wed.
1213	Jefferson Liberal Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	25,000	0	0	.....	.....	.....
1214	German and English Academy	×	×	×	0	×	×	350	50	30–50	50,000	6,000	650	9,000	44	August 15.
1215	Rochester Seminary	.....	.....	.....	×	.....	×	40	20	21. 27	5,000	.....	.....	1,425	38	November 12.
1216	Carroll College	.....	.....	.....	.....	×	×	1,100	0	30	15,000	1,800	125	1,930	40	Sept., 1st Tues.
1217	Miss Calkins' Select School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1218	Misses Perley's Select School	.....	×	×	.....	.....	.....	.....	.....	40–60	.....	.....	.....	2,000	40	September 4.
1219	Select School	.....	×	.....	.....	.....	.....	.....	.....	48	.....	.....	.....	.....	40	September 11.
1220	English and Classical School	.....	.....	.....	.....	.....	.....	.....	.....	10–30	5,000	.....	.....	250	44	September.
1221	Beaver Seminary	0	0	×	.....	0	0	0	.....	9–15	1,500	.....	.....	.....	36	September.
1222	St. John's School	0	0	×	0	0	0	250	17	40	2,500	0	.....	300	40	September 1.

*From Report of the Commissioner of Education for 1875.

a Average charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1876, *&c.*—Concluded.

PART III.—*Schools for boys and girls*—Concluded.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1223	Wahsatch Academy	.....	.....	.....	.....	.....	.....	243	.....	.....	.....	.....	.....	.....	.....	.....	
1224	School of the Good Shepherd	0	0	×	×	0	0	0	0	$10–25	$3,000	.....	.....	$350	40	September 1.
1225	Brigham Young Academy	×	×	×	.....	×	.....	135	23	12–28	15,000	.....	a$200	2,660	40	August 21.
1226	Rocky Mountain Seminary	.....	×	×	×	×	×	300	.....	40–60	.....	.....	.....	2,500	40	Sept., 1st Mon.
1227	St. Mark's Grammar School	×	0	×	×	0	×	600	60	24, 40	20,000	.....	.....	2,100	40	Aug., last Mon.
1228	Salt Lake Collegiate Institute	.....	.....	.....	.....	.....	.....	100	60	24–48	.....	$0	0	1,800	40	Sept., 1st Mon.
1229	University of Washington Territory.*	.....	×	×	×	.....	.....	150	.....	18–36	45,000	8,000	1,000	1,500	42	

*From Report of the Commissioner of Education for 1875.

a From rent.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.
PART I.—*Schools for boys.*	
La Fayette Male Academy	La Fayette, Ala.
Hamner Hall School for Boys	Montgomery, Ala.
St. Joseph's Academy	Oakland, Cal.
English and Classical School for Boys, (Rev. N. H. Eggleston.)	Granby, Conn.
St. John's Male Academy	Jacksonville, Fla.
Gilmer Street School	Cartersville, Ga.
St. Paul's Grammar School	Valparaiso, Ind.
Lexington Select Male School	Lexington, Ky.
St. Joseph's School for Boys	New Orleans, La.
University School, (E. C. Venable.)	New Orleans, La.
Melrose School	Baltimore, Md., (cor. Linden ave. & Hoffman st.)
Richland School for Boys	Baltimore, Md., (145 Lanvale st.)
Cambridge Male Academy	Cambridge, Md.
Howard Institute	Matthews' Store P. O., Md.
St. Thomas' Home School	Owing's Mills, Md.
Milton Academy	Philopolis P. O., Md.
Home School for Boys	Marblehead, Mass.
Eaglenest	Newburyport, Mass.
English and Classical Family School.	Williamstown, Mass.
Trinity High School	Pass Christian, Miss.
Mr. Young's Classical School for Boys.	Elizabeth, N. J.
St. Mary's Seminary for Boys	Flushing, N. Y.
Lyons Collegiate Institute	New York, N. Y., (5 E. 22d st.)
School for Boys, (Mrs. George Vandenhoff.)	New York, N. Y., (106 W. 42d st.)
North Granville Seminary	North Granville, N. Y.
Home Institute	Nyack, N. Y.
Cary School	Oakfield, N. Y.
Classical School	Rochester, N. Y., (Vought st.)
Jackson Military Institute	Tarrytown, N. Y.
Yonkers Military Academy	Yonkers, N. Y.
Mohegan Lake School	Yorktown, N. Y.
Mt. Airy Male High School	Mt. Airy, N. C.
Koch and Crumbangh's School	Toledo, Ohio.
Bethlehem Home School for Boys.	Bethlehem, Pa.
Hofwyl Academy	Kennett Square, Pa.
Boys' Select School	Philadelphia, Pa., (Cherry street, above 9th.)
Collegiate School	Philadelphia, Pa., (S. W. cor. Broad & Walnut sts.)
Collegiate School	Philadelphia, Pa., (16th & Spruce sts.)
English and Classical School for Boys.	W. Philadelphia, Pa., (N. W. cor. 40th and Sansom sts.)
Mantua Academy	W. Philadelphia, Pa., (Powelton ave. & 35th st.)
Male High School	Columbia, Tenn.
Giles College	Pulaski, Tenn.
Lindsley Institute	Wheeling, W. Va.
PART II.—*Schools for girls.*	
Ursuline Academy of St. John Baptist.	Tuscaloosa, Ala.
St. Ann's Academy	Fort Smith, Ark.
St. Mary's Academy	Little Rock, Ark.
Sacramento Seminary	Sacramento, Cal., (I st., bet. 10th and 11th.)
St. Joseph's Female Academy	Sacramento, Cal., (cor. 8th and G sts.)
Seminary for Young Ladies, (Mrs. R. T. Ruddart.)	San Francisco, Cal.
St. Margaret of Cortona	E. Winsted, Conn.
Academy of Our Lady of the Sacred Heart.	Hartford, Conn.
Gothic Hall	Stamford, Conn.
Young Ladies' Boarding and Day School.	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.
Elbert Collegiate Institute	Elberton, 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	Springfield, Ill.
Our Lady of the Sacred Heart.	Fort Wayne, Ind.
St. Ignatius' School	La Fayette, Ind.
St. Joseph's Academy	South Bend, Ind.
St. Rose's Boarding School	Vincennes, Ind.
Cedar Grove Female Seminary	Louisville, Ky.
Visitation Academy	Maysville, Ky.
Academy of St. Vincent de Paul.	Morgansfield, Ky.
Mt. St. Benedict's Academy	Portland, Ky., (Cedar Grove.)
D'Aquin Institute	New Orleans, La., (282 Bayou Road.)
Institution of the Sisters of St. Joseph.	New Orleans, La., (box 1555.)
Ursuline Order	New Orleans, La.
Family School for Girls at "The Willows."	Farmington, Me.
All Saints' School	Baltimore, Md., (261 Hamilton Terrace.)
Mt. de Sales Academy	Near Catonsville, Md.
St. Joseph's Academy	Near Emmittsburg, Md.
Mt. St. Agnes' Academy	Mt. Washington, Md.
Evandale Home School	Near Port Deposit, Md.
Otis Place School, (Mrs. Martin.)	Boston, Mass., (Otis Place.)
School for Young Ladies, (Miss Cushing.)	Boston, Mass., (Highlands, 135 Warren st.)
St. Joseph's Select School	Cambridgeport, Mass.
Home and Day School for Girls, (Mrs. Jas. P. Walker.)	Jamaica Plain, Mass.
Boarding and Day School, (Mrs. M. C. Brooks.)	Newton Centre, Mass.
Mrs. Towle's School	Detroit, Mich., (35 Lafayette ave.)
Convent of Our Lady of La Salette.	Marquette, Mich.
Mrs. Wheaton's Day School	St. Paul, Minn.
St. Paul's Female Seminary	St. Paul, Minn.
Bethlehem Academy	Holly Springs, Miss.
Yazoo Seminary for Girls	Yazoo, Miss.
Academy of St. Francis de Sales.	St. Genevieve Mo.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
Mt. St. Mary's Academy	Manchester, N. H.
Boarding and Day School for Young Ladies, (Miss Ranney.)	Elizabeth, N. J.
Miss Woodward's Seminary	Morristown, N. J.
Plainfield College for Young Ladies.	Plainfield, N. J.
English and French Boarding and Day School.	Astoria, N. Y.
French and English Home Academy.	Babylon, N. Y.
Mrs. Wm. 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.)	Brooklyn, N. Y., (238 Raymond st.)
English and French School for Young Ladies, (Miss Whitcomb.)	Brooklyn, N. Y., (82 Pierrepont st.)
St. Joseph's Academy	Buffalo, N. Y.
Young Ladies' Academy, (Mt. St. John.)	Greenbush, N. Y.
Family School for Young Ladies, (Miss Mackie.)	Newburgh, N. Y.
Boarding and Day School for Young Ladies, (Miss Van Wagener.)	New York, N. Y., (13 E. 49th st.)
Boarding and Day School for Young Ladies, (Mrs. Steer.)	New York, N. Y., (12 E. 47th st.)
Charlier Institute for Young Ladies.	New York, N. Y., (167 Madison ave.)
Dr. Van Norman's Classical School.	New York, N. Y., (212 W. 59th st.)
English and French Boarding and Day School, (Mrs. Williames.)	New York, N. Y., (26 W. 39th st.)
English and French School, (Mrs. Roberts.)	New York, N. Y., (148 Madison ave.)
English and French School for Young Ladies, (Miss Ayres.)	New York, N. Y., (15 W. 42d st.)
English, French, and German Boarding and Day School, (Miss Comstock.)	New York, N. Y., (32 W. 40th st.)
English, French, and German Boarding and Day School, (Mrs. Garretson.)	New York, N. Y., (52 W. 47th st.)
English, French, and German School for Young Ladies, (Miss Haines.)	New York, N. Y., (10 Gramercy Park.)
English, French, and German School for Young Ladies, (Miss C. A. Hinsdale.)	New York, N. Y., (275 Madison ave.)
French and English Boarding and Day School, (Mlles. D'Ormieulx and Keith.)	New York, N. Y., (277 Madison ave., cor. 40th st.)
Gardner Institute	New York, N. Y., (620 5th ave.)
Hendrick Institute	New York, N. Y., (33 W. 42d st.)
Madame de Valencia's Institute.	New York, N. Y., (33 W. 130th st.)
Madame O. da Silva's School	New York, N. Y., (17 W. 38th st.)
Miss Burgess' School	New York, N. Y., (108 W. 47th st.)
School for Young Ladies, (Mrs. Griffits.)	New York, N. Y., (23 W. 48th st.)
Seabury Seminary	New York, N. Y., (125 W. 42d st.)
Ursuline Academy	New York, N. Y., (East Morrisania.)
Rockland Institute for Young Ladies, (Miss J. E. Johnson.)	Nyack, N. Y.
Pelham Female Institute	Pelham, N. Y.
Bockee's Select School for Girls	Poughkeepsie, N. Y.
Ossining Institute for Young Ladies.	Sing Sing, N. Y.
Keble School, (Mary J. Jackson.)	Syracuse, N. Y.
Home Institute	Tarrytown, N. Y.
White Plains Female Institute	White Plains, N. Y.
Female Seminary	Hillsboro', N. C.
Female Seminary	Raleigh, N. C.
Ursuline Academy	Cleveland, Ohio.
St. Mary's Academy for Young Ladies.	Jacksonville, Oreg.
St. Paul's Academy	St. Paul, Oreg.
Academy of the Sacred Heart.	Salem, Oreg.
Academy of Mary Immaculate	The Dalles, Oreg.
Young Ladies' Seminary	Carlisle, Pa.
Boarding School for Young Ladies, (Mary B. Thomas.)	Downingtown, Pa.
Boarding and Day School for Young Ladies.	Germantown, Pa., (5254 Germantown ave.)
Academy of Our Lady of the Sacred Heart.	Harrisburg, Pa.
St. Mary's Academy for Young Ladies.	Hollidaysburg, Pa.
St. Xavier's Academy	Latrobe, Pa.
Academy of the Assumption	Philadelphia, Pa.
Academy of the Sisters of Mercy.	Philadelphia, Pa.
Boarding and Day School for Young Ladies, (Miss Eldredge.)	Philadelphia, Pa., (611 Marshall st.)
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.
Ingleside Seminary	Philadelphia, Pa., (1532 Spruce st.,
Miss E. M. Bennett's School	Philadelphia, Pa.) (637 N. 17th st.)
Miss V. P. Brown's School	Philadelphia, Pa., (1907 Pine st.)
St. Joseph's Academy	Philadelphia, Pa.
Select School, (Mr. E. Roberts.)	Philadelphia, Pa., (1712 Jefferson st.)
Wallace Street Seminary for Young Ladies.	Philadelphia, Pa., (1806 Wallace st.)
West Walnut Street School, (Miss L. M. Brown.)	Philadelphia, Pa., (1519 Walnut st.)
Young Ladies' Academy, Mt. St. Joseph.	Philadelphia, Pa., (Chestnut Hill.)
St. Benedict's Academy	St. Mary's, Pa.
Catholic Female Seminary	Sharon Hill, Pa.
Convent of the Sacred Heart	Torresdale, Pa.
Academy of the Immaculate Heart, Villa Maria.	West Chester, Pa.
Home School for Girls, (Mrs. Sutton.)	West Philadelphia, Pa., (3511 Hamilton st.)
Academy of the Sacred Heart.	Newport, R. I.
Academy of Our Lady of Mercy	Charleston, S. C.
Ursuline Institute, (Valle Crucis.)	Near Columbia, S. C.
Academy of Our Lady of Mercy	Sumter, S. C.
St. Stephen's School	Willington, S. C.
Female Institute	Chattanooga, Tenn.
Convent of the Incarnate Word	Brownsville, Tex.
Ursuline Academy	Laredo, Tex.
Convent of Our Lady of Vermont.	East Rutland, Vt.
St. Mary's Academy	Alexandria, Va., (N. Fairfax st.)
St. Mary's Academy	Norfolk, Va.
St. Patrick's Female Academy	Richmond, Va.
Southern Female Institute	Richmond, Va., (3 Grace st.)

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
PART III.—*Schools for boys and girls.*	
Southwood Select School	Talladega, Ala.
Lutheran High School	Fort Smith, Ark.
Prairie Home Seminary	Rally Hill, Ark.
Napa Seminary	Napa City, Cal.
Lewes Academy	Lewes, Del.
Milton Academy	Milton, Del.
Newark Academy	Newark, Del.
East Florida Seminary	Gainesville, Fla.
Adairsville High School	Adairsville, Ga.
Summerville Academy	Augusta, Ga.
Barnesville High School	Barnesville, Ga.
Buena Vista High School	Buena Vista, Ga.
Byron Academy	Byron, Ga.
Camak Academy	Camak, Ga.
Cartersville High School	Cartersville, Ga.
Cartersville Seminary	Cartersville, Ga.
Wofford High School	Cass Station, Ga.
Centerville High School	Centerville, Ga.
Select School for Boys and Girls.	Cuthbert, Ga.
Decatur High School	Decatur, Ga.
Hawkinsville High School	Hawkinsville, Ga.
Hephzibah High School	Hephzibah, Ga.
Macon County Seminary	Hicks' Mill, Ga.
Cherry High School	Houston Co., Ga.
Jamestown Academy	Jamestown, Ga.
La Grange Seminary	La Grange, Ga.
Hillyer Institute	Leesburg, Ga.
Zion School	Lutheran Church, Macon Co., Ga.
Mt. Zion Institute	Mt. Zion, Ga.
Union Springs High School	Murray Co., Ga., (87th dist.)
Reynolds Academy	Reynolds, Ga.
Masonic Institute	Ringgold, Ga.
Camden County Academy	St. Mary's, Ga.
Taylor's Creek Academy	Taylor's Creek, Ga.
Bethel Academy	Troup Co., Ga., (West P't dist.)
Kelly Springs School	Washington Co., Ga.
Whitesburg Seminary	Whitesburg, Ga.
Philomath Institute	Woodstock, Ga.
Chicago Academy	Chicago, Ill., (11 18th st.)
Collegiate Institute	La Grange, Ind.
John Street High School	New Albany, Ind.
Mt. Pleasant High School and Female Seminary.	Mt. Pleasant, Iowa.
Flemingsburg Seminary	Flemingsburg, Ky.
St. Aloysius and St. Joseph's Academies.	Frankfort, Ky.
School of the Parish of the Good Shepherd.	Frankfort, Ky.
Warrendale College	Georgetown, Ky.
Christian College	Hustonville, Ky.
St. Augustine's Academy	Lebanon, Ky.
Marion Academy	Marion, Ky.
St. Charles School	Paris, Ky.
Select School	Paris, Ky.
Vanceburg Male and Female High School.	Vanceburg, Ky.
La Têche Seminary	Baldwin, La.
Anson Academy	North Anson, Me.
Harpswell Academy	North Harpswell, Me.
Prof. Henry Cragg's Academy	St. Denis, Md.
Howe School	Billerica, Mass.
Home School for Boys	Northborough, Mass.
Highland Institute	Petersham, Mass.
St. Francis Xavier's Academy	Baraga, Mich.
School of the Holy Apostles	Mankato, Minn.
Select School	Mankato, Minn.
Assumption School	St. Paul, Minn.
Crystal Springs Institute	Crystal Springs, Miss.
St. Vincent's Academy	Cape Girardeau, Mo.
St. Joseph's Academy	Edina, Mo.
Ingleside Academy	Palmyra, Mo.
Palmyra Seminary	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.
Deering Academy	Deering, N. H.
Freedom High School	Freedom, N. H.
Lake Village Select School	Lake Village, N. H.
Landaff High School	Landaff, N. H.
Marlboro' Select School	Marlboro', N. H.
Newport High School	Newport, N. H.
Barnard Academy	South Hampton, N. H.
Tyng Seminary	Orange, N. J.
Alfred University, (academic department.)	Alfred, N. Y.
Champlain Union School and Academy.	Champlain, N. Y.
Clarence Classical Union School.	Clarence, N. Y.
Coxsackie Academy	Coxsackie, N. Y.
Erasmus Hall Academy	Flatbush, N. Y.
Gainesville Seminary	Gainesville, N. Y.
Andrew J. Qua's School	Hartford, N. Y.
Monroe Academy and Union School.	Henrietta, N. Y.
Martin Institute	Martinsburg, N. Y.
Cary Collegiate Seminary	Oakfield, N. Y.
Ogdensburg Educational Institute.	Ogdensburg, N. Y.
Sisters of St. Ann	Oswego, N. Y.
Parma Institute	Parma, N. Y.
Boys and Girls' Institute, (Mrs. Clearwater.)	Poughkeepsie, N. Y.
Boys and Girls' School, (Miss Woodcock.)	Poughkeepsie, N. Y.
Birds' Nest Cottage Home School.	Rhinebeck, N. Y.
Hartford Academy	South Hartford N. Y.
Woodhull Academy	Woodhull, N. Y.
Yates Academy	Yates, N. Y.
Harlowe Creek Academy	Carteret Co., N. C.
Private School	Dunn's Rock, N. C.
Mills River Academy	Henderson County, N. C.
St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C.
Staunton burg High School	Wilson Co., N. C.
Vermillion Institute	Hayesville, Ohio.
Maineville Academy and Training School.	Maineville, Ohio.
Friends' Boarding School	Mt. Pleasant, Ohio.
Carleton College	Syracuse, Ohio.
Canaan Academy	Windsor, Ohio.
Baker City Academy	Baker City, Oreg.
Portland Academy and Female Seminary.	Portland, Oreg.
St. Paul's Academy	Salem, Oreg.
Young Ladies' Seminary	Carlisle, Pa.
Columbia High School	Columbia, Pa.
Collegiate Institute	Jersey Shore, Pa.
Eclectic National Institute	Jersey Shore, Pa.
St. Bernard's Academy	Woonsocket, R. I.
Oak Grove Academy	Cave Spring, Tenn.
Tannehill College	Gainesboro', Tenn.
Harrison High School	Harrison, Tenn.
Washington College	Jonesboro', Tenn.
Obion College	Obion, Tenn.
Bledsoe Institute	Near Pikeville, Tenn.
Powder Springs Academy	Powder Springs, Tenn.

List of institutions for secondary instruction, &c.—Concluded.

Name.	Location.	Name.	Location.
Spring Hill Female Academy.	Spring Hill Tenn.	Yeates' Upper School	Lordsville, Va.
Walnut Grove Academy	Walnut Grove, Tenn.	Oak Hill Institute	Wadesville, Va.
		St. Mary's Academy	Charleston, W.Va.
Oakland Male and Female Academy.	Waynesboro', Tenn.	Waupaca County Academy	Baldwin's Mills, Wis.
New Hampton Institute	Fairfax, Vt.	Gymnasium der Evang. Luth. Synode von Wisconsin.	Watertown, Wis.
Londonderry Academy	Londonderry, Vt.		
Underhill Academy	Underhill, Vt.	St. Joseph's Academy	Steilacoom, Wash.
Westfield Grammar School	Westfield, Vt.		

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
PART I.—*Schools for boys.*		
Home School for Boys	New Haven, Conn	Not found.
Talmage School	Near Milledgeville, Ga.	Not found.
Hiram H. Post's Private School	Belleville, Ill	Closed.
Lake Forest Academy	Lake Forest, Ill	See Table VII.
University High School	Shreveport, La	Not in existence.
St. Mark's School	Southborough, Mass	See Table VII.
Kearsarge School for Boys	North Conway, N. H	Removed to Kingston, N. Y.
Elizabeth Collegiate School	Elizabeth, N. J	Closed.
Neshanic Institute	Hillsboro', N. J	Not found.
Trinity Collegiate and Preparatory School	Sing Sing, N. Y.	Closed.
Rev. W. R. Wetmore's School for Boys	Lincolnton, N. C.	See Lincoln Academy, Part 3.
McNeill Turner High School	Shelby, N. C	Not found.
Mr. William Smith's School	Dayton, Ohio	Closed and principal removed to Newport, R. I.
W. Kershaw's Academy	Germantown, Pa	See Germantown Preparatory School, Table VII.
S. C. Shortlidge's Boys' School	Kennett Square, Pa	See Media, Pa.
Cumberland Valley Institute	Mechanicsburg, Pa	See Table VII.
The Hill School	Pottstown, Pa	See Table VII.
St. Timothy's Home School for Boys	Herndon, Va	Closed and succeeded by "Church Home and School." See Part 3.
Edgemont Private School for Boys	Whitlock P. O., Va	Closed.
Select Male Academy	Georgetown, D. C.	Principal deceased; school closed.
Episcopal Institute	Washington, D. C	Closed.
PART II.—*Schools for girls.*		
Home and Day School for Young Ladies	Stratford, Conn	Closed.
St. Mary's School	Knoxville, Ill	See Table VIII.
Mrs. Darwin's Young Ladies' School	Burlington, Iowa	Closed.
Caldwell Institute for Young Ladies	Danville, Ky	Buildings burned and school closed.
Casco Street Seminary	Portland Me	Closed.
Miss Furlong's Select School	Baltimore, Md	Closed.
Miss Southgate's School for Young Ladies	Boston, Mass	Small and unable to report.
Ipswich Female Seminary	Ipswich, Mass	Closed.
Dartmouth Home School	Hanover, N. H	Closed.
Family and Day School for Young Ladies	Keene, N. H	Closed.
Moorestown Boarding School	Moorestown, N. J	Closed.
Morris Female Institute	Morristown, N. J	Closed.
Boarding School for Young Ladies, (Lewis M. Johnson.)	Trenton, N. J	Not found.
Phipps Union Female Seminary	Albion, N. Y	Not found.
Young Ladies' Seminary	Brooklyn, N. Y., (149 Lafayette avenue.)	See Lafayette Academy, Part 3, (identical.)
Church Boarding and Day School	Elmira, N. Y	Not found.
Mt. Vernon Young Ladies' Seminary	Mt. Vernon, N. Y.	Closed.
Academy of the Visitation	New Utrecht, N. Y.	See Villa de Sales Academy of the Visitation, Parkville, (identical.)
Mlle. Rostan's School	New York, N. Y.	United with Rutgers Female College.
Miss Crittenden's Boarding and Day School.	New York, N. Y., (39 W. 35th st.)	Removed; not found.
Mrs. S. Reed's Boarding and Day School.	New York, N. Y.	See Table VIII.
Cottage Hill Ladies' Seminary	Poughkeepsie, N. Y	Closed.
Mrs. E. E. Clark's Seminary for Young Ladies.	Sing Sing, N. Y.	Removed to Stratford, Conn. See Stratford Female Institute.
Cottage Hill Seminary for Young Ladies	Tarrytown, N. Y	Not in existence.
Tarrytown Young Ladies' Seminary	Tarrytown, N. Y	Not in existence.
Hudson Ladies' Seminary	Hudson, Ohio	Closed.
Bellevue Ladies' Institute	Attleboro', Pa	Closed.

TABLE VI.—*Memoranda*—Concluded.

Name.	Location.	Remarks.
Sunnyside Seminary	Hartsville, Pa	Closed.
Irving Seminary	Philadelphia, Pa, (1603 Arch st.)	Not found.
Columbia Athenæum	Columbia, Tenn	See Table VIII.
Durhamville Female Institute	Durhamville, Tenn	Closed.
Hope Institute	Franklin College P. O., Tenn.	Closed.
Academy of the Immaculate Conception.	Jackson, Tenn	Buildings burned and school closed.
Murfreesboro' Female Institute	Murfreesboro', Tenn	See Table VIII.
Ripley Female Institute	Ripley, Tenn	Closed.
Austin Female Institute	Austin, Tex	Not found.
Glenwood Ladies' Seminary	West Brattleboro', Vt	Closed.
Kemper Hall	Kenosha, Wis	See Table VIII.
Columbia Academy	Washington, D. C	Removed; not found.
PART III.—*Schools for boys and girls.*		
Liberty Hill Academy	Liberty Hill, Ark	Not found.
Sharon Institute	Sharon, Conn	Closed.
Middletown Academy	Middletown, Del	Consolidated with public schools.
Fowler Institute	Newark, Ill	Closed.
Hurty's Normal Academy	Paris, Ill	Merged into Edgar Collegiate Institute.
Johnson College	Quincy, Ill	Name changed to Chaddock College.
Saviour's College	St. Anne, Ill	Only a common school.
Friends' Academy	Richmond, Ind	Closed.
Amity College	College Springs, Iowa	See Table IX.
Wetmore Institute	Irving, Kans	Not found.
Carlisle Academy	Carlisle, Ky	Closed.
Orphans' School	Midway, Ky	See Table XXI, Part 1.
Nicholasville Academy	Nicholasville, Ky	See Bethel Academy, Part 1, (probably identical.)
Yarmouth High School, formerly North Yarmouth Academy.	Yarmouth, Me	Now a public free school.
Van Rensselaer Academy	Hydeburg, Mo	Not found.
Dunbarton High School	Dunbarton, N. H	Not found.
Oxford Academy	Oxford, N. H	Not found.
Christian Institute	Wolfboro', N. H	Not found.
Union County Academy	Elizabeth, N. J	Name changed to Jefferson Park Academy.
Hammonton Family Boarding School	Hammonton, N. J	Closed.
Shrewsbury Model School and Kindergarten.	Red Bank, N. J	Not in existence.
Jonesville Academy	Jonesville, N. Y	Not in existence.
Hudson Vale Institute	Lansingburg, N. Y	Closed.
Cooper Union Free Night Schools of Science and Art.	New York, N. Y	See Table X, Part 2.
Spring Valley Academy	Spring Valley, N. Y	Not in existence.
Friends' Academy	Union Springs, N. Y	Name changed to Oakwood Seminary.
Bennett Seminary	Greensboro', N. C	See Table III.
Bloomingburg Academy	Bloomingburg, Ohio	Not found.
Fayette Normal School	Bloomingburg, Ohio	Not found.
Geauga Seminary	Chester, Ohio	Closed.
Mansfield Seminary	Mansfield, Ohio	Not in existence.
De Camp Institute	Pagetown, Ohio	Not found.
Bartlett Academy	Plymouth, Ohio	Not found.
Westminster Academy	Waterford, Ohio	Not found.
Boalsburg Academy	Boalsburg, Pa	Closed.
Manchester English and German School.	Manchester, Pa	Not found.
George's Creek Academy	Smithfield, Pa	Now a public graded school.
Jones' Academy	Near Columbia, Tenn	Not found.
Greenwood Seminary	Greeneville, Tenn	Not in existence.
Barnes Institute	Galveston, Tex	Not found.
New Braunfels Academy	New Braunfels, Tex	A public graded school.
High School	San Antonio, Tex	Not found.
Jonesville Academy	Jonesville, Vt	Not now an academy.
Holy Neck Seminary	Holy Neck, Va	Suspended.
St. Augustine's School	Grafton, W. Va	Only a parish school.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1876; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of years in full course of study.	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	Rev. Edward P. Lord, A. M	Cong	11	....	50	150	....	....	20	8		6	40
2	Oak Mound School for Boys	Napa, Cal	....	1873	C. M. Walker, A. B	Non-sect.	3	8	15	35	10	0	2	....		4	44
3	California Military Academy	Oakland, Cal	0	1865	Rev. David McClure	Non-sect.	8		(104)		(a)	....	....	....		4	40
4	Oakland High School	Oakland, Cal	....	1869	J. B. McChesney	....	8	10	25	100	14	5	0	20		3	42
5	Franciscan College	Santa Barbara, Cal	1868	1868	Very Rev. J. M. Romo, O. S. F.	R. C	6		(46)		12	46	0	0		....	40
6	Santa Barbara College	Santa Barbara, Cal	1869	1870	Ellwood Cooper	Non-sect.	9		(64)		....	....	0	0		6	40
7	Jarvis Hall	Golden, Colo	0	1870	Rev. T. L. Bellam, A. M	P. E	3	4	2	10	10	0	0	....		6	40
8	Hartford Public High School	Hartford, Conn	1798	1638	Joseph Hall, A. M	Non-sect.	16	100	30	320	12	10	5	37		4	40
9	Collegiate and Commercial Institute.*	New Haven, Conn	....	1834	William H. Russell, A. M	....	15	117	....	....	....	....	....	....		....	38
10	Hopkins Grammar School	New Haven, Conn	....	1660	William L. Cushing, rector	Non-sect.	9	135	41	0	11	28	7	2		5	38
11	Norwich Free Academy	Norwich, Conn	1854	1854	William Hutchison, A. M	Non-sect.	4	38	0	92	(a)	3	0	8		4	40
12	Connecticut Literary Institution	Suffield, Conn	1833	1833	J. A. Shores, A. M	Baptist	7	48	10	132	....	2	0	2		4	40
13	Woodstock Academy	Woodstock, Conn	1802	1802	Charles F. W. Hubbard	Non-sect.	5	12	2	50	(a)	3	0	0		3, 4	39
14	Crawford High School	Dalton, Ga	....	....	....	....	....	....	....	....	....	....	....	....		....	....
15	South Georgia Male Institute	Dawson, Ga	1872	1871	J. W. F. Lowrey	Meth	1	....	0	30	....	0	0	0		....	40
16	Allen's Academy	Chicago, Ill., (663 Michigan ave.)	....	1874	Ira W. Allen, M. A., LL. D	Non-sect.	12	50	25	55	6	....	....	....		8	40
17	Lake Forest Academy	Lake Forest, Ill	1857	1857	Albert R. Sabin, A. M	Presb	9	53	8	58	....	6	....	....		....	40
18	St. Francis Solanus College	Quincy, Ill	1873	1859	....	....	....	....	....	....	....	....	....	....		....	....
19	Burlington Collegiate Institute	Burlington, Iowa	1852	1852	L. E. Wortman, A. B	Baptist	6	4	3	78	(a)	....	....	....		3	38
20	Preparatory department of Griswold College.	Davenport, Iowa	1858	1858	Prof. D. S. Sheldon, A. M	P. E	2	10	0	25	....	0	0	6		3	40

21	Bethlehem Academy	Elizabethtown, Ky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Lynnland Military Institute	Glendale, Ky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Edward Little High School	Auburn, Me	.....	1867	Charles E. Fish	.....	3	25	0	70	15	5	....	10	4	33
24	Gorham Seminary *b*	Gorham, Me	1803	1803	Joel Wilson	Cong	6	5	.....	125	.....	.....	.....	.....	3, 4	39
25	Nichols Latin School	Lewiston, Me	1856	1857	Fritz W. Baldwin, A. M	Free Bap	5	56	....	8	13	14	....	1	3	39
26	Maine Central Institute	Pittsfield, Me	1866	1866	Kingsbury Bachelder, A. M	F. W. B	7	60	0	80	(*a*)	7	0	15	3, 4	40
27	Franklin Family School	Topsham, Me	*c*1872	1857	D. L. Smith	Non-sect	4	3	4	13	(*a*)	.....	.....	.....	3	39
28	Waterville Classical Institute	Waterville, Me	1842	1828	James H. Hanson, LL. D	Baptist	5	64	0	86	(*a*)	24	0	15	3, 4	40
29	Lebanon Academy	West Lebanon, Me	1850	1850	George F. Chace, A. M	F. W. B	2	2	....	28	(*a*)	.....	.....	.....	4	42
30	Friends' Elementary and High School.	Baltimore, Md., (Lombard st., near Entaw.)	.....	1864	Eli M. Lamb	Friends	13	18	2	256	8	5	12	6	9	42
31	Rockville Academy	Rockville, Md	1809	1809	I. Peyton Clark	Non-sect	1	1	0	20	(*a*)	....	....	.....	.....	40
32	Phillips Academy	Andover, Mass	1780	1778	Cecil F. P. Bancroft, Ph. D	Non-sect	7	110	91	0	(*a*)	24	6	6	3–4	38½
33	Chauncy Hall School	Boston, Mass., (259–265 Boylston st.)	.....	1828	Thomas Cushing, William H. Ladd, and Herbert B. Cushing	.....	17	55	.....	150	(*a*)	....	5	15	7	40
34	Classical and Mathematical School	Boston, Mass., (47 Winter st.)	.....	1842	William H. Brooks, A. M *d*	.....	1	5	.....	2	.....	.....	.....	1	.....	40
35	English and Classical School for Boys.	Boston, Mass., (10 Somerset st.)	.....	1860	William N. Eayrs, A. B	.....	5	19	9	12	10	4	4	2	6	40
36	Private Classical School	Boston, Mass., (20 Boylston place.)	.....	1868	John P. Hopkinson	.....	5	60	3	....	10	8	2	0	7	38
37	Private Classical School	Boston, Mass., (40 Winter st.)	0	1866	G. W. C. Noble, A. M	.....	5	65	.....	....	10	9	1	.....	6	40
38	Private Latin School	Boston, Mass., (80 Charles st.)	.....	1872	Henry S. Mackintosh, A. M	.....	5	30	0	.....	9	0	0	0	5	40
39	Public Latin School	Boston, Mass., (Bedford st.)	1635	1635	Moses Merrill	.....	17	420	.....	....	9	13	4	4	8	40
40	Day and Family School for Young Men.	Cambridge, Mass., (123 Inman st.)	.....	1865	Joshua Kendall	.....	2	15	1	....	15	6	1	....	.....	38
41	High School	Cambridge, Mass	.....	1846	Lyman R. Williston, A. M	.....	12	(130)		290	(*a*)	9	....	24	4, 5	42
42	High School	Concord, Mass	.....	1851	William L. Eaton	.....	2	5	.....	35	.....	.....	.....	.....	4	40
43	Williston Seminary	Eastbampton, Mass	1841	1841	James M. Whiton, Ph. D	Cong	10	113	40	60	(*a*)	25	10	11	4	39
44	Lawrence Academy*	Groton, Mass	1793	1793	Rev. James Fletcher	Cong	5	16	8	50	(*a*)	3	....	2	4	40
45	Monson Academy	Monson, Mass	1804	1806	Rev. Charles Hammond, A. M	Non-sect.	4	18	2	115	(*a*)	3	0	.....	3	40
46	Mr. Knapp's Home School for Boys	Plymouth, Mass	0	1867	Fred. N. Knapp	Non-sect.	3	4	2	6	10	2	2	3	6	40
47	Adams Academy	Quincy, Mass	1826	1872	William R. Dimmock, LL. D	Non-sect.	10	154	.....	....	13	.....	.....	.....	4	39
48	St. Mark's School	Southborough, Mass	1865	1865	Rev. J. I. T. Coolidge, D. D	P. E	5	50	....	0	....	4	.....	.....	.....	37
49	Greylock Institute	South Williamstown, Mass	0	1842	Benjamin F. Mills, A. M	Cong	9	26	9	69	12	4	5	1	4	38
50	Springfield Collegiate Institute	Springfield, Mass	.....	1874	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	Edwards Place School	Stockbridge, Mass., (box 152.)	.....	1855	Ferdinand Hoffman	Non-sect.	1	5	1	0	...	2	*e*1	0	.....	52
52	West Newton English and Classical School.	West Newton, Mass	1855	1854	Nathaniel T. Allen, A. M	Non-sect.	13	12	15	77	8	3	9	20	8	37½
53	Warren Academy*	Woburn, Mass	1825	1820	L. S. Burbank, A. M	Non-sect.	4	0	28	12	13	0	20	2	3	38
54	Worcester Academy	Worcester, Mass	1834	1834	Nathan Leavenworth, A. B	Baptist	5	40	.....	23	14	9	....	1	4	40
55	Austin Academy	Centre Strafford, N. H	1830	1830	S. C. Kimball	F. W. B	1	2	....	50	5	.....	.....	.....	3	20
56	St. Paul's School	Concord, N. H	1855	1856	Rev. Henry A. Coit, D. D	P. E	16	150	35	.....	12	30	3	12	6	40
57	Phillips Exeter Academy	Exeter, N. H	1781	1783	Albert C. Perkins, A. M	Non-sect.	6	163	0	17	13	33	0	2	4	38
58	Kimball Union Academy	Meriden, N. H	1813	1815	George J. Cummings, M. A	Cong	11	50	5	100	14	10	....	11	4	39

* From Report of the Commissioner of Education for 1875.

a None specified. *b* School now permanently closed. *c* Chartered as the Johnson Home School for Boys. *d* Since deceased. *e* Entered Harvard Law School.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of years in full course of study.	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	New London Literary and Scientific Institution.	New London, N. H	1854	1853	Rev. J. F. Morton, A. B	Baptist	7	13	.....	70	...	1	...	.....		4	40
60	Preparatory department of Burlington College.*	Burlington, N. J	1846	1846	Rt. Rev. John Scarborough, D. D.	P. E	7	56	.....	.....	...	.....	.....	.....		4	40
61	Peddie Institute	Hightstown, N. J	1865	1866	Rev. E. P. Bond, A. M	Baptist.	6	7	...	59	(*a*)	3	1	4		4	40
62	Stevens High School	Hoboken, N. J	0	1870	Rev. Edward Wall, A. M	Non-sect	7	.....	15	20	(*a*)	....	9	1		4	38
63	Rutgers College Grammar School*	New Brunswick, N. J	.....	1770	Rev. Abraham Thompson, A. M., rector.	Ref. Ch.	7	63	5	42	(*a*)	24	4	9		5	40
64	Princeton College Preparatory School.	Princeton, N. J	.....	1873	Rev. Charles J. Collins, A. M	Non-sect	4	33	4	.....	(*a*)	3	9	.....		4	37
65	Cazenovia Seminary	Cazenovia, N. Y	1825	1824	Rev. W. S. Smyth, M. A	M. E	15	129	206	216	14	69	21	30		3	39
66	Claverack Academy and Hudson River Institute.	Claverack, N. Y	1854	1854	Rev. Alonzo Flack, Ph. D	Non-sect	20	45	.....	157	(*a*)	8	....	13		6	39
67	Fort Edward Collegiate Institute.	Fort Edward, N. Y	1854	1854	Rev. Joseph E. King, D. D., Ph. D.	Non-sect.	15	40	30	264	13	10	6	42		3	39
68	Colgate Academy	Hamilton, N. Y	1853	1832	Francis W. Towle	Baptist.	7	80	8	12	12	15	0	1		3, 4	38
69	Cook Academy	Havana, N. Y	1872	1873	A. C. Winters, A. M	Baptist.	8	30	5	145	....	2	0	5		3	40
70	Ithaca High School	Ithaca, N. Y	1875	1875	Fox Holden	Non-sect	6	40	70	20	...	19	...	2		3	39
71	Mr. Kinne's School	Ithaca, N. Y	0	1869	William Kinne, M. A	Non-sect	2	3	14	0	(*a*)	1	14	2		2, 3	37
72	Kingston Academy	Kingston, N. Y	1795	1774	Charles Curtis, M. A	Non-sect.	4	330	225	73	(*a*)	0	0	22		3	43
73	Anthon Grammar School	New York, N. Y	.....	.....	.....	.....	...	...	...	...	...	...	...	...		...	...
74	Charlier Institute	New York, N. Y., (Central Park.)	0	1855	Prof. Elie Charlier	Non-sect	25	50	50	100	7	6	10	12		10	40
75	Columbia Grammar School	New York, N. Y., (333 4th ave.)	0	1763	Dr. R. S. Bacon, A. M	Non-sect.	15	83	19	73	(*a*)	15	8	12		5	40

76	Dabney University School	New York, N. Y., (25 E. 29th street.)		1874	V. Dabney		4	12	3	6	(a)	3	2	0	6	36
77	Preparatory Scientific School	New York, N. Y., (1267 Broadway.)		1872	Alfred Colin, M. E	Non-sect	3	3	5	10	8	0	7	3	8	38
78	University Grammar School	New York, N. Y., (1 Winthrop Place.)	0	1837	M. M. Hobby, A. M		7	9	2	40	(a)				3	40
79	Park Institute	Rye, N. Y	0	1869	Henry Tatlock, A. M	Non-sect.	5	b20	b10	15	6	1	0	0	12	38
80	Union Classical Institute	Schenectady, N. Y	1855	1855	Prof. Charles S. Halsey	Non-sect.	5	42	3	92		9	1	17	4	42
81	St. John's School	Sing Sing, N. Y		1869	Rev. J. B. Gibson, D. D., rector	P. E	9	30		50	10	3	4	8	6	40
82	De Veaux College	Suspension Bridge, N. Y	1853	1857	Rev. George Herbert Patterson, A. M., president	P. E	8	18	6	38	10	1	0	1	7	40
83	Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y		1867	Rev. M. R. Hooper, A. M		4	70	1	13		2		3		40
84	Chickering Institute	Cincinnati, Ohio, (George st., bet. Smith and John.)	0	1855	J. B. Chickering, A. M	Non-sect.	12	50	100	60		7	4	5	10–11	39
85	The Brooks School	Cleveland, Ohio		1874	Prof. John S. White, A. B	Non-sect.	17	40	15	36	11	3	0	1	6	37
86	Milnor Hall, (Kenyon College Grammar School.)	Gambier, Ohio			J. P. Nelson	P. E	2	13			12				6	38
87	Department of preparatory instruction in Oberlin College.	Oberlin, Ohio	1834	1834	George H. White, A. M., and Rev. James H. Laird.	Cong	7	235		332	16				3	36
88	Chambersburg Academy	Chambersburg, Pa	1797	1796	J. H. Shumaker, A. M., Ph. D	Non-sect	4	12	3	25	12	6	4	7	4	40
89	Easton Classical and Mathematical School.	Easton, Pa		1870	B. F. Stem, Ph. D		2	12	5	14	(a)	2				43
90	Germantown Preparatory School	Germantown, Pa., (cor. Main and Mill sts.)		1876	William Kershaw, A. M	Non-sect.	4	24	0	2	8				5	40
91	Wyoming Seminary	Kingston, Pa	1844	1844	Rev. David Copeland, Ph. D	Meth	16	48	30	405	12	7	6	12	3, 4	40
92	Cumberland Valley Institute	Mechanicsburg, Pa	0	1853	Prof. Alex. H. Ege, A. M	Meth	3	8	4	25		1	1	6	4–6	40
93	Fewsmith's Classical and Mathematical School.	Philadelphia, Pa., (1008 Chestnut street.)	0	1857	William Fewsmith, M. A	Non-sect.	4	15	5	28	10	4	2	6	6	40
94	Select High School for Young Men and Boys.	Philadelphia, Pa., (112 and 114 N. 9th street.)	0	1862	George Eastburn, M. A	Non-sect.	12	28	0	59	(a)	2	1	10	4	40
95	"The Hill" School	Pottstown, Pa		1851	John Meigs, Ph. D	Non-sect	3	25	10	10						39
96	Collegiate Institute	York, Pa	1872	1872	Rev. James McDougall, jr., Ph. D.	Non-sect.	7	10		90		2		7	5	40
97	East Greenwich Academy	East Greenwich, R. I	1802	1802	Rev. F. D. Blakeslee, A. M	M. E	12	67		157					3	40
98	Rogers High School	Newport, R. I		1873	Frederic W. Tilton, A. M	Non-sect.	7	16	6	98	(a)	3	2	6	4	40
99	Lapham Institute	North Scituate, R. I	1839	1839	W. S. Stockbridge, A. M	Free Bap	4	4	0	30				1	4	39
100	English and Classical School	Providence, R. I., (49 Snow street.)		1864	William A. Mowry, A. M., and Charles B. Goff, A. M.		15	90	10	150	8	8	3	10	9	40
101	University Grammar School	Providence, R. I	0	1764	Merrick Lyon, A. M., LL. D., Emory Lyon, A. M., M. D.	Baptist	6	40	20	10	8	9	0		6	38
102	Claflin University	Orangeburg Court-House, S. C.	1869	1870	Rev. Edward Cooke, D. D	M. E	4	6		89		3			4	33
103	Mount Zion College*	Winnsboro', S. C	1773	1777	W. M. Dwight											
104	St. Mary's Institute*	San Antonio, Tex		1852	Brother Charles Francis	R. C	3	10	20	240						
105	Burr and Burton Seminary	Manchester, Vt	1833	1833	H. H. Shaw, A. M	Cong	8	60	11	35	13	10	5	12	3	40
106	Green Mountain Institute	Waterbury, Vt														
107	Glenwood Classical Seminary	West Brattleboro', Vt	1876	1876	Prof. J. W. Cross, jr., A. M	Non-sect.										
108	Kenmore University High School	Amherst Court-House, Va		1872	H. A. Strode		3	(38)			10	5			5	38
109	Bellevue High School	Bellevue, Va	0	1866	William R. Abbot	Non-sect.	3	23	5	9	12	5	1	2	6	40

* From Report of the Commissioner of Education for 1875. *a* None specified. *b* Estimated.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	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
110	Norwood High School	Norwood, Va	1872	1865	W. D. Cabell, Thomas A. Seddon, and R. H. Willis, jr.	Non-sect.	4	(28)		24	14	20	6	.....	4–5	40
111	Hanover Academy	Taylorsville, Va	0	1850	Col. H. P. Jones, M. A	Non-sect.	3	30	5	9	14	7	2	5	4	39
112	Wayland University	Beaver Dam, Wis	1855	1855	A. S. Hutchens	Baptist	4	10	(99)		....	....	....	.....	.....	39
113	Milwaukee Academy	Milwaukee, Wis	0	1864	Albert Markham	Non-sect.	6	26	15	67	....	5	0	2	6	40

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per year.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			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	×	×	0	500	150	$11½	$90	$50,000	.....	.....	$900	October 4.
2	Oak Mound School for Boys	×	×	0	158	61	75	250	8,000	.....	.....	3,500	July 20.
3	California Military Academy	×	×	0	1,500	.....	(400)		80,000	$0	$0	.....	July, 3d Wed.
4	Oakland High School	0	×	0	400	20	*a*40	250	40,000	0	0	500	July, 2d Mon.
5	Franciscan College	0	0	0	2,500	0	(200)		10,000	0	0	5,000	August 1.
6	Santa Barbara College	0	0	×	1,050	100	50, 100	250	80,000	0	0	10,000	Aug., 1st Mon.
7	Jarvis Hall	0	×	.....	2,000	0	(350)		15,000	0	0	*b*3,000	Sept., 1st Mon.
8	Hartford Public High School	×	×	×	2,200	100	*a*60	.....	176,500	0	0	5,288	May.
9	Collegiate and Commercial Institute.*	.....	.....	.....	.....	.....	63	*b*510	.....	.....	.....	.....	September 16.
10	Hopkins Grammar School	....	....	.....	.....	.....	65	.....	30,000	.....	.....	11,000	September.
11	Norwich Free Academy	×	×	0	3,000	.....	*c*15	.....	60,000	125,000	10,000	2,000	Sept., 1st week.
12	Connecticut Literary Institution	×	×	0	1,200	.....	36	160	125,000	17,000	1,020	5,200	Aug., last Wed.
13	Woodstock Academy	×	×	0	400	.....	22½	156	30,000	10,000	450	1,200	August 29.
14	Crawford High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
15	South Georgia Male Institute	.....	×	0	.....	.....	20–40	150	5,000	0	0	.....	January.
16	Allen's Academy	.....	×	.....	2,200	.....	60–200	250–300	.....	.....	.....	.....	Sept., 1st Mon.
17	Lake Forest Academy	.....	×	.....	3,000	250	60	.....	20,000	.....	.....	5,000	September 7.
18	St. Francis Solanus College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
19	Burlington Collegiate Institute	×	×	0	2,300	.....	30	90	65,000	13,000	1,300	1,592	Sept., 1st Wed.
20	Preparatory department of Griswold College.	×	×	0	5,407	135	30–46	140–200	125,000	45,000	3,600	1,050	Sept., 1st Wed.
21	Bethlehem Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
22	Lynnland Military Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
23	Edward Little High School	0	×	0	150	0	.....	.....	25,000	.....	.....	.....	

* From Report of the Commissioner of Education for 1875.

a To non-residents only.

b Board and tuition.

c To residents; $45 to non-residents.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per year.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			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
24	Gorham Seminary *a*	×	×	×	2,000	.....	.....	$156	$25,000	$4,000	$300	.....	Aug., 3d Mon.
25	Nichols Latin School	.....	.....	×	500	25	$27	125	25,000	.....	.....	$900	August 21.
26	Maine Central Institute	×	0	0	200	20	20–24	100	40,000	12,000	750	2,800	August 21.
27	Franklin Family School *b*	×	×	×	300	.....	(300)		12,000	0	0	900	September 18.
28	Waterville Classical Institute	0	×	0	50	0	24	140	8,000	40,000	2,400	3,305	Aug., last Mon.
29	Lebanon Academy	0	×	0	145	.....	20–24	125–150	2,500	5,000	300	613	Aug., last Mon.
30	Friends' Elementary and High School.	×	×	0	2,500	0	30–80	.....	30,000	.....	.....	15,000	Sept., 1st week.
31	Rockville Academy	0	0	0	0	.....	32, 40	200	4,000	0	0	.....	Sept., 1st Mon.
32	Phillips Academy	×	×	×	2,600	120	60	250	100,000	108,600	6,052	9,622	Aug. or Sept.
33	Chauncy Hall School	×	×	×	300	.....	*c*180	.....	100,000	.....	.....	32,000	September 13.
34	Classical and Mathematical School	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	1,400	September.
35	English and Classical School for Boys.	×	×	×	400	20	160	.....	*d*1,500	.....	.....	8,900	September 18.
36	Private Classical School	0	0	0	.....	.....	200	.....	25,000	.....	.....	12,000	September 25.
37	Private Classical School	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	13,000	September 11.
38	Private Latin School	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	October 1.
39	Public Latin School	0	×	×	.....	.....	.....	.....	.....	.....	.....	.....	September 5.
40	Day and Family School for Young Men.	.....	.....	.....	.....	.....	150	.....	9,000	.....	.....	2,500	September.
41	High School	×	×	0	3,000	.....	*e*50	.....	80,000	.....	.....	.....	Sept., 1st Mon.
42	High School	0	×	0	.....	.....	.....	.....	10,000	.....	.....	100	Aug., last Mon.
43	Williston Seminary	×	×	×	1,600	100	60	175–312	150,000	57,000	7,143	*f*15,000	Aug., last Wed.
44	Lawrence Academy*	×	×	0	2,500	.....	22	160	40,000	37,000	2,600	1,200	September 1.
45	Monson Academy	×	×	0	1,900	.....	21–27	160–200	20,000	25,500	2,000	2,000	August 22.
46	Mr. Knapp's Home School for Boys	.....	.....	.....	1,000	50	(550, 650)		10,000	.....	.....	.....	September 20.
47	Adams Academy	.....	.....	×	2,500	.....	150	350	*30,000	*50,000	*1,200	.....	September 12.

48	St. Mark's School				200	46	(500)		30,000			g25,000	Sept., 2d Wed.
49	Greylock Institute	×	×	×	360	0	60	400	50,000	0	0	4,000	Sept., 1st week.
50	Springfield Collegiate Institute												
51	Edwards Place School	0		×	400	0	300	300	25,000	0	0	1,800	
52	West Newton English and Classical School.	×	×	×	2,250	25	100	325	25,000	0	0	7,000	Sept., 2d Wed.
53	Warren Academy*	×	×	0	300		75	250	33,000	12,000	800	3,000	Sept., 2d Mon.
54	Worcester Academy	0	×	×	1,500	1	48	140	150,000	50,000	3,400	1,900	August 29.
55	Austin Academy	0	0	0	100		6–12	60	3,000			200	August 27.
56	St. Paul's School	0	×	×	2,630		(500)		130,000				September 7.
57	Phillips Exeter Academy	0	0	0	330	5	60	266	95,000	140,000	8,500	5,420	September 6.
58	Kimball Union Academy	×	×	×	3,000		30	190	75,000	32,000	2,400	1,993	August 23.
59	New London Literary and Scientific Institution.	×	×	×	600		15–21	125	75,000			2,577	August 25.
60	Preparatory department of Burlington College.			×	2,000		60, 90	360					September 14.
61	Peddie Institute	×	×	0	0		50	200	150,000	0	0	2,900	August 30.
62	Stevens High School	h×	h×	0	0		100, 150		22,000	0	0	4,200	Oct., 1st Wed.
63	Rutgers College Grammar School*	×	×	×			65	g100	15,000	0	0		September 8.
64	Princeton College Preparatory School.	0	0	×	50		(500)		30,000				September.
65	Cazenovia Seminary	×	×	×	3,000	0	30	175	99,040	0	0	g33,214	Aug., 3d Wed.
66	Claverack Academy and Hudson River Institute.	×	×	×	1,305	0	50	350	61,110	0		10,305	September 6.
67	Fort Edward Collegiate Institute	×	×	×	1,200	500	36	156	85,000			9,000	September 1.
68	Colgate Academy	0	×	×	900	225	30	200	61,000	30,000	2,100	2,423	September 12.
69	Cook Academy	×	×	×	549	0	21–36	160	150,000	47,393	3,330	4,667	September 1.
70	Ithaca High School	×	×	0	600		30	200				1,030	August 1.
71	Mr. Kinne's School	0	×	0	550	25	(500)		20,000	0	0	5,000	September.
72	Kingston Academy	×	×	0	777	5	25½	210	43,218	5,100	357	340	September, 1st Mon.
73	Anthon Grammar School												
74	Charlier Institute	i×	i×	×	2,750	200	150–300	500	500,000				September 18.
75	Columbia Grammar School	×	×	0			175			0	0		September 18.
76	Dabney University School	0	0	0			225	500				3,500	Sept., last week.
77	Preparatory Scientific School	0	×	0			150–300		d1,000			3,664	September 25.
78	University Grammar School	0	0	0			48–128						September 18.
79	Park Institute	0	0	0	0		60–120	400	25,000	0	0	3,413	September 11.
80	Union Classical Institute	0	×	0	271	116	36	175	20,000	0	0	1,200	August 23.
81	St. John's School	×	×	×	600	100	(600)		70,000				September 18.
82	De Veaux College	0			1,200	0	(400)		121,000	115,000	9,467	13,525	September, 1st Mon.
83	Rev. M. R. Hooper's Academy for Boys.	0	0	×			80–160					4,500	September.
84	Chickering Institute	×	×		500	40	100		50,000			18,500	September.
85	The Brooks School	×	×	×	250		150	180	35,000			20,000	September 12.
86	Milnor Hall, (Kenyon College Grammar School.)	k×	k×	×	(k)		30	l270	20,000	0	0		Sept., 1st Wed.

* From Report of the Commissioner of Education for 1875.
a School now permanently closed.
b Chartered as the Johnson Home School for Boys.
c In upper department for English studies.
d Value of apparatus.
e To non-residents only.
f Including room rent.
g Board and tuition.
h Uses those of the Stevens Institute of Technology.
i Uses those of the Columbia School of Mines.
k Uses those of Kenyon College.
l Includes washing, fuel, and lights.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per year.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			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
87	Department of preparatory instruction in Oberlin College.	.....	.....	×	.....	.....	.....	$150	.....	.....	.....	.....	September 4.
88	Chambersburg Academy	0	0	×	500	400	$50–60	240	$40,000	$0	$0	$2,160	Sep'ember 7.
89	Easton Classical and Mathematical school.	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	1,960	September.
90	Germantown Preparatory School	0	0	0	.....	.....	100	.....	.....	.....	.....	.....	Sep'ember, 2d Mon.
91	Wyoming Seminary	×	×	0	1,800	300	30	160	200,000	0	0	10,000	August 29.
92	Cumberland Valley Institute	.....	.....	×	500	.....	35	200	18,000	.....	.....	500	September, 2d Mon.
93	Fewsmith's Classical and Mathematical School.	×	×	.....	250	25	80–150	.....	*a*2,000	.....	.....	4,971	September, 2d Mon.
94	Select High School for Young Men and Boys.	×	×	×	200	.....	130	.....	*a*6,000	0	0	11,225	September, 2d Mon.
95	"The Hill" School	0	0	.....	3,000	.....	82½	.....	60,000	.....	.....	3,812	September 7.
96	Collegiate Institute	×	×	×	1,500	200	40	165	65,000	60,000	4,200	4,660	September 6.
97	East Greenwich Academy	×	×	0	2,500	.....	24–33	150	.....	.....	.....	....	August.
98	Rogers High School	×	×	0	600	20	*b*60	320	41,000	100,000	6,000	120	September, 2d Mon.
99	Lapham Institute	×	×	0	500	25	33	160	30,000	0	0	1,500	August 29.
100	English and Classical School	×	×	×	1,000	150	60–125	300	100,000	.....	.....	24,500	September, 1st Mon.
101	University Grammar School	(*c*)	(*c*)	.....	.....	.....	60–125	250	.....	0	.....	5,196	September, 1st Mon.
102	Claflin University	0	0	0	.....	.....	0	85	20,000	.....	.....	*d*127	October, 2d Mon.
103	Mt. Zion College*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	St. Mary's Institute*	.....	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....	.....
105	Burr and Burton Seminary	×	×	0	1,000	0	24	200	12,000	20,000	1,500	1,500	September.
106	Green Mountain Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	Glenwood Classical Seminary	×	×	.....	.....	.....	(225–250)		.....	.....	.....	.....	September 19.
108	Kenmore University High School	×	0	×	.....	.....	80	120	20,000	.....	.....	.....	September 15.

109	Bellevue High School	×	×	×	2,500	50	(375)		10,000	0	0		September 15.
110	Norwood High School	×		×	400		100	200	12,000			8,000	September 20.
111	Hanover Academy		×	×	875	25	100	200	15,000				October 1.
112	Wayland University						30.68	87¾	30,000	16,000		2,156	September 11.
113	Milwaukee Academy	0	×	×			48,72		50,000	0	0	5,700	September, 1st Mon.

* From Report of the Commissioner of Education for 1875.
a Value of apparatus.
b To non-residents only.
c Uses those of Brown University.
d From incidental fees.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Johnson Home School for Boys	Topsham, Me	See Franklin Family School, (identical.)
Bridgewater Academy	Bridgewater, Mass	Building rented to the town for a public school.
Collegiate School	Hopkinton, N. H	Not found.
Miami Classical School	Oxford, Ohio	Closed.
Castleton Seminary	Castleton, Vt	Consolidated with State Normal School.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876; *from replies to inquiries by the United States Bureau of Education.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.				Students.					
							Total.	Male.	Female.	Instructors in preparatory department.	Number in preparatory department.	Number in collegiate department.			Total number in all departments.	Number of scholarships.
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Union Female College	Eufaula, Ala	1853	1854	Rev. William H. Patterson, A. M.	Non-sect.	5	2	3	1	32	66	0	2	100	12
2	Florence Synodical Female College	Florence, Ala	1850	1850	J. D. Anderson, A. M.	Presb	7	1	6	1	25	74	.....	1	100	....
3	Huntsville Female College	Huntsville, Ala	1852	1852	Rev. George W. F. Price, A. M	M. E. So.	14	4	10	2	.....	140	.....	0	140	1
4	Huntsville Female Seminary	Huntsville, Ala	1829	1829	Mrs. F. A. Ross	Presb	6	1	5	....	.....	.....	.....	7	75	....
5	Judson Female Institute	Marion, Ala	1838	1839	Rev. L. R. Gwaltney, D. D.	Baptist	10	3	7	2	63	44	10	2	119	....
6	Marion Female Seminary	Marion, Ala	1836	1835	J. K. Thompson, A. M.	Non-sect.	9	3	6	2	40	60	.....	.....	100	....
7	Synodical Female Institute	Talladega, Ala	1848	1848	Thomas C. Miller	Presb	3	1	2	....	12	22	.....	.....	34	....
8	Alabama Central Female College	Tuscaloosa, Ala	1857	1858	John F. Lanneau, A. M.	Baptist	11	2	9	....	13	62	14	4	93	0
9	Tuscaloosa Female College	Tuscaloosa, Ala	1841	1841	Alonzo Hill, A. M.	Non-sect.	13	2	11	1	12	103	9	0	124	....
10	Alabama Conference Female College.	Tuskegee, Ala	1855	1856	John Massey, A. M	Meth	7	3	4	0	20	55	.....	4	79	75
11	Young Ladies' Seminary	Benicia, Cal	.....	1852	Miss Mary E. Snell	Non-sect.	10	4	6	....	37	28	4	.....	69	....
12	College of Notre Dame	San José, Cal	1853	1851	Sister Marie Cornelie	R. C	42	2	40	25	.....	.....	2	6	630	....
13	School for Girls*	Farmington, Conn	.....	1850	Miss Sarah Porter	.....	12	3	9	....	.....	.....	.....	.....	80	....
14	Hartford Female Seminary	Hartford, Conn	1827	1823	William T. Gage, A. M.	Non-sect.	5	2	3	....	.....	.....	.....	.....	54	....
15	Grove Hall	New Haven, Conn	.....	1820	Miss Maria P. Montfort	.....	12	3	9	....	.....	50	.....	.....	50	....
16	Congrégation de Notre Dame	Waterbury, Conn	.....	1869	Sister St. Cecilia	R. C	10	1	9	2	40	.....	.....	.....	150	....
17	Young Ladies' Institute*	Windsor, Conn	.....	1867	Miss J. S. Williams	Non-sect.	7	1	6	....	.....	.....	.....	.....	60	....
18	Wesleyan Female College	Wilmington, Del	1854	1837	Rev. John Wilson, A. M.	Meth	11	5	6	1	38	92	0	.....	130	....
19	Furlow Masonic Female College*.	Americus, Ga	1859	1859	William B. Seals, A. M	.....	8	2	6	2	43	113	.....	.....	156	....
20	Lucy Cobb Institute	Athens, Ga	1856	1857	Mrs. A. E. Wright and Rev. P. A. Heard.	Non-sect.	7	2	5	2	37	61	.....	.....	98	....
21	Southern Masonic Female College.	Covington, Ga	1851	1852	Rev. J. N. Bradshaw	Non-sect.	7	1	6	1	34	56	.....	.....	90	....

22	Dalton Female College	Dalton, Ga	1873	1873	Rev. William A. Rogers, A. M.	Meth...	5	3	2	1	30	50	.....	.....	80	.....
23	Monroe Female College	Forsyth, Ga	1849	1849	Richard T. Asbury, A. M.	Baptist..	8	3	5	.....	77	61	.....	.....	138	0
24	Griffin Female College	Griffin, Ga	1848	1848	Alanson B. Niles, A. M.	Non-sect	7	3	4	1	24	81	3	.....	108	.....
25	Hamilton Female College	Hamilton, Ga	1854	1854	J. H. Lovelace, A. M	Non-sect.	3	1	2	.....	.....	.....	.....	.....	.....	.....
26	La Grange Female College	La Grange, Ga	1846	1842	Rev. J. R. Mayson, A. M	Meth...	6	3	3	2	15	40	.....	.....	55	1
27	Southern Female College	La Grange, Ga	1848	1848	I. F. Cox, A. M.	Non-sect.	8	4	4	1	20	78	8	9	115	3
28	Lumpkin Masonic Female College	Lumpkin, Ga	1854	1854	Dr. George B. Atkisson	.....	3	1	2	1	20	32	2	.....	54	.....
29	Wesleyan Female College	Macon, Ga	1836	1839	Rev. William C. Bass, D. D.	M. E. So.	13	5	8	1	25	187	.....	.....	212	10
30	Georgia Female College	Madison, Ga	1850	1850	Rev. George Young Browne, A. M.	Baptist..	5	2	3	1	25	26	0	.....	51	0
31	Marietta Female College	Marietta, Ga	1869	1870	I. R. Branham	Non-sect.	5	1	4	1	19	45	.....	.....	64	.....
32	College Temple	Newnan, Ga	1854	1853	M. P. Kellogg, A. M	Non-sect.	5	.....	5	1	*a*25	*a*100	.....	.....	125	1
33	Houston Female College	Perry, Ga	1854	1853	George R. Briggs	Baptist..	3	1	2	.....	30	41	.....	.....	71	0
34	Cherokee Baptist Female College*	Rome, Ga	1873	1873	.....	Baptist..	6	2	4	.....	49	38	.....	.....	87	.....
35	Rome Female College	Rome, Ga	1857	1857	Rev. J. M. M. Caldwell	Presb ...	7	3	4	0	8	94	12	.....	114	.....
36	Levert Female College	Talbotton, Ga	1856	1856	Rev. G. W. Maxson	Non-sect	3	2	1	1	30	33	0	0	63	0
37	Young Female College	Thomasville, Ga	1860	1860	John E. Baker	Non-sect.	5	2	3	1	23	48	.....	4	75	7
38	Almira College	Greenville, Ill	1859	1857	Rev. John B. White, A. M.	Baptist..	8	1	7	.....	.....	85	19	.....	104	4
39	Highland College for Women	Highland Park, Ill	1876	1876	Edward P. Weston, A. M.	Non-sect.	12	4	8	.....	.....	.....	.....	.....	65	.....
40	Illinois Female College	Jacksonville, Ill	1847	1847	Rev. W. F. Short, A. M	M. E	15	1	14	2	20	115	25	.....	160	.....
41	Jacksonville Female Academy	Jacksonville, Ill	1835	1830	E. F. Bullard, A. M	Presb ...	12	4	8	.....	46	42	13	.....	101	.....
42	St. Mary's School	Knoxville, Ill	1858	1868	Rev. C. W. Leffingwell, D. D.	P. E	8	3	5	.....	.....	.....	.....	.....	100	.....
43	Ferry Hall, Lake Forest University.	Lake Forest, Ill	.....	1869	Miss Martha H. Sprague	Presb ...	10	3	7	.....	19	30	10	.....	59	.....
44	St. Angela's Academy	Morris, Ill	1868	1855	Sister Mary Claudine	R. C.....	15	.....	15	2	26	.....	.....	13	160	1
45	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Non-sect.	14	2	12	.....	.....	150	.....	.....	150	.....
46	Rockford Female Seminary	Rockford, Ill	1847	1849	Miss Anna P. Sill	Con. & Pr	20	2	18	4	95	55	18	2	*b*285	*c*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	73	0
48	Moravian Seminary for Young Ladies.	Hope, Ind	1851	1866	Rev. F. R. Holland	Moravi'n	8	2	6	.....	.....	.....	.....	0	70	0
49	De Pauw Female College	New Albany, Ind	1866	1845	Rev. Erastus Rowley, D. D	Meth....	7	1	6	3	40	.....	.....	.....	85	.....
50	Immaculate Conception Academy	Davenport, Iowa	1869	1859	Sister Mary Gonzaga	R. C.....	16	0	16	.....	.....	.....	.....	.....	200	.....
51	Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa	1865	1864	Mrs. R. P. Rommel	Presb ...	7	2	5	.....	.....	.....	.....	.....	.....	.....
52	College of the Sisters of Bethany	Topeka, Kans	1870	1861	Rt. Rev. Thomas H. Vail, D.D., LL. D.	P. E.....	10	2	8	.....	60	12	2	0	74	0
53	Bowling Green Presbyterian Female College.	Bowling Green, Ky	1872	1871	S. M. Gaines	Presb ...	6	2	4	1	20	50	.....	.....	70	.....
54	Clinton Female College	Clinton, Ky	1876	1870	T. N. Wells, A. M	Baptist..	3	1	2	0	18	40	41	0	99	0
55	Franklin Female College	Franklin, Ky	1868	1868	I. S. Austin	Non-sect	6	2	4	0	50	50	0	0	109	0
56	Georgetown Female Seminary	Georgetown, Ky	.....	1869	J. J. Rucker, A. M	Baptist..	7	2	5	1	25	.....	.....	.....	95	0
57	Liberty Female College	Glasgow, Ky	1873	1875	James H. Fuqua	Baptist..	6	1	5	2	35	51	30	0	116	0
58	Daughters College	Harrodsburg, Ky	1869	1856	Jno. Aug. Williams	.....	8	1	7	.....	.....	100	.....	.....	100	.....
59	Bethel Female College	Hopkinsville, Ky	1851	1853	J. W. Rust, A. M	Baptist..	9	2	7	.....	.....	.....	.....	.....	100	12
60	South Kentucky Female College	Hopkinsville, Ky	.....	.....	R. C. Cave	.....	8	4	4	.....	.....	.....	.....	.....	130	.....
61	Lebanon Institute for Young Ladies.	Lebanon, Ky	1868	.....	Mrs. Mary J. Thompson	Baptist..	2	.....	2	0	0	.....	.....	.....	40	.....
62	Hocker College	Lexington, Ky	1868	1869	J. T. Patterson	Christian	9	4	5	.....	.....	91	5	1	97	.....
63	Lexington Female College	Lexington, Ky	1868	1868	Rev. R. Ryland, D. D	Baptist..	5	2	3	1	16	44	.....	.....	60	.....
64	Louisville Female College	Louisville, Ky	1854	1853	Rev. S. Prettyman, D. D	Non-sect.	8	4	4	2	.....	.....	.....	.....	48	.....
65	Millersburg Female College	Millersburg, Ky	1861	1861	Rev. George T. Gould, A. M	M. E. So.	12	4	8	3	50	80	10	3	143	0

*From Report of the Commissioner of Education for 1875. *a* Average number. *b* Includes normal students. *c*3 for board and tuition; 2 for tuition.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Students.					Number of scholarships.
							Total.	Male.	Female.	Instructors in preparatory department.	Number in preparatory department.	Number in collegiate department.		Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
66	Mt. Sterling Female College	Mt. Sterling, Ky	1876	1875	William Henry Savage, A. M	Non-sect.	7	2	5	3	75	81	3	2	161	....
67	Kentucky College*	Pewee Valley, Ky	.....	1873	Alfred E. Sloan, M. A	Non-sect.	10	4	6	.....	12	49	6	1	68	....
68	Logan Female College	Russellville, Ky	1867	1869	A. B. Stark, LL. D	M. E. So.	5	2	3	1	22	78	.....	.....	100	....
69	Science Hill Academy	Shelbyville, Ky	0	1825	Mrs. Julia A. Tevis	Meth	10	2	8	1	38	105	2	.....	145	....
70	Shelbyville Female College	Shelbyville, Ky	1849	1839	W. H. Stuart	Presb., S	5	2	3	.....	8	.....	.....	.....	76	....
71	Stanford Female College	Stanford, Ky	1868	1869	Mrs. Sallie C. Trueheart, A. M	Non-sect.	8	3	5	.....	30	.....	.....	.....	80	....
72	Silliman Female Collegiate Institute.	Clinton, La	1852	1852	Edwin H. Fay, A. M	Presb	5	1	4	.....	.....	29	.....	.....	53	22
73	Minden Female College	Minden, La	.....	1854	Thomas O. Benton	.....	3	....	....	.....	.....	.....	.....	.....	43	....
74	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821	1821	Rev. H. P. Torsey, D. D., LL. D	M. E	11	7	4	.....	.....	24	.....	.....	a120	5
75	Baltimore Academy of the Visitation.	Baltimore, Md	1839	1838	Sister Mary Paula Combs	R. C	25	....	25	.....	25	.....	.....	3	134	....
76	Baltimore Female College	Baltimore, Md., (Park place.)	1849	1849	N. C. Brooks, LL. D	Non-sect.	10	5	5	.....	10	66	1	.....	77	25
77	The Misses Norris' School	Baltimore, Md., (32 McCulloh st.)	.....	1868	Miss Rebecca Norris	.....	8	....	....	.....	.....	.....	.....	.....	.....	....
78	Burkittsville Female Seminary	Burkittsville, Md	1866	1866	Rev. W. C. Wire, A. M	Lutheran	6	1	5	1	20	.....	.....	.....	70	....
79	Cambridge Female Seminary	Cambridge, Md	1858	1858	J. F. Baugher, A. M	Non-sect.	4	1	3	.....	15	18	.....	.....	33	....
80	Frederick Female Seminary	Frederick, Md	1840	1843	J. H. Hackelton, A. M	Non-sect.	8	2	6	1	20	57	.....	.....	77	75
81	Abbott Female Academy	Andover, Mass	1829	1829	Miss Philena McKeen	Non-sect.	12	3	9	0	0	.....	.....	.....	125	1
82	Lasell Seminary for Young Women	Auburndale, Mass	1851	1851	Charles C. Bragdon, A. M	Non-sect.	15	7	8	1	24	30	20	.....	74	0
83	Gannett Institute	Boston, Mass., (69 Chester square.)	.....	1852	Rev. George Gannett, A. M	Non-sect.	23	15	8	1	8	.....	.....	.....	75	....

84	Bradford Academy	Bradford, Mass	1804	1803	Miss Annie E. Johnson	Cong	15	6	9	0	22	57	29	.....	108	0
85	Smith College	Northampton, Mass	1871	1875	Rev. L. Clark Seelye, D. D	Non-sect.	12	6	6	0	0	33	.....	.....	33	....
86	Wheaton Female Seminary	Norton, Mass	1837	1835	Miss Ellen M. Haskell	Cong	11	1	10	0	43	59	28	0	130	8
87	Maplewood Institute	Pittsfield, Mass	1848	1841	Rev. C. D. Spear, A. M	Cong	8	4	4	2	50	.....	.....	.....	120	....
88	Mt. Holyoke Female Seminary	South Hadley, Mass	1836	1837	Miss Julia E. Ward	Non-sect.	34	5	29	0	0	262	.....	.....	262	(b)
89	Wellesley College	Wellesley, Mass	.....	1875	Miss Ada L. Howard	Non-sect.	24	1	23	0	214	76	42	0	332	0
90	Oread Collegiate Institute	Worcester, Mass	1850	1848	Harris R. Greene, A. M	Non-sect.	10	5	5	.....	.....	.....	.....	.....	50	0
91	Michigan Female Seminary	Kalamazoo, Mich	1856	1867	Miss Jeannette Fisher	Presb	10	.....	10	.....	.....	50	.....	.....	50	....
92	Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich	1850	1849	Rev. E. J. Boyd, A. M	Non-sect.	9	3	6	1	48	64	6	.....	118	....
93	St. Mary's Hall	Faribault, Minn	1866	1866	Rt. Rev. H. B. Whipple, D. D	P. E	10	2	8	.....	.....	.....	.....	.....	106	....
94	Minneapolis Female Seminary	Minneapolis, Minn	1872	1871	Mrs. B. B. Bennet	Non-sect.	5	1	4	0	10	62	.....	.....	72	....
95	Whitworth Female College	Brookhaven, Miss	1859	1859	Rev. H. F. Johnson, A. M	Meth	13	5	8	1	40	178	.....	.....	218	2
96	Central Female Institute	Clinton, Miss	1853	1853	Rev. Walter Hillman, LL. D	Baptist	8	2	6	.....	53	38	3	.....	94	....
97	Columbus Female Institute*	Columbus, Miss	1846	1847	Miss L. S. Street	Non-sect.	4	1	3	2	25	30	6	.....	61	8
98	Franklin Female College	Holly Springs, Miss	1849	1849	William Clark, A. M	Non-sect.	5	1	4	1	25	59	0	1	85	6
99	Meridian Female College	Meridian, Miss	1866	1865	Rev. C. M. Gordon, A. M	Baptist	5	1	4	2	35	41	5	0	81	0
100	Union Female College	Oxford, Miss	1854	1854	Rev. J. S. Howard, A. M	Cumb. P.	7	1	6	2	30	52	2	2	86	....
101	Chickasaw Female College	Pontotoc, Miss	1854	1852	P. F. Witherspoon	Presb	5	1	4	0	31	32	3	.....	66	....
102	Christian College	Columbia, Mo	1851	1851	J. K. Rogers, A. M	Christian	7	4	3	.....	.....	.....	.....	.....	c100	....
103	Stephens College *d*	Columbia, Mo	1857	1856	James L. Stephens, president board of curators.	Baptist	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
104	Howard College	Fayette, Mo	1859	1859	J. Henry Pritchett	M. E. So	6	1	5	1	25	75	10	1	111	0
105	St. Louis Seminary	Jennings, Mo	1872	1871	B. T. Blewett, A. M., LL. D	Non-sect.	3	1	2	.....	.....	.....	.....	.....	16	0
106	Central Female College	Lexington, Mo	.....	.....	Marshall McIlhany	M. E So	5	2	3	.....	.....	.....	.....	.....	.....	....
107	Clay Seminary	Liberty, Mo	....	1854	A. B. Jones	Non-sect.	3	2	1	1	25	35	.....	.....	60	....
108	Ingleside College	Palmyra, Mo	1874	.....	Mrs. P. A. Baird	Non-sect	4	....	4	3	30	105	.....	8	143	....
109	Lindenwood College for Young Ladies.	St. Charles, Mo	1854	*e*1871	Rev. J. H. Nixon, D. D	Presb	10	2	8	.....	.....	.....	.....	.....	65	....
110	St. Joseph Female College	St. Joseph, Mo	.....	1876	Rev. E. S. Dulin, D. D., LL. D	Baptist	9	3	6	1	20	45	.....	.....	65	....
111	Mary Institute, (Washington University.)	St. Louis, Mo	1853	1859	C. S. Pennell, A. M	Non-sect.	18	3	15	.....	140	130	.....	7	277	0
112	Ursuline Academy	St. Louis, Mo	1847	1848	Mother Johanna	R. C	25	1	24	.....	.....	.....	.....	.....	150	....
113	Adams Female Academy	East Derry, N. H	1822	1823	Miss Emma L. Taylor	Cong	4	....	4	.....	.....	.....	.....	.....	.....	0
114	Robinson Female Seminary	Exeter, N. H	1867	1867	Harriet E. Paine	Non-sect.	9	2	7	3	120	42	20	15	197	....
115	Tilden Ladies' Seminary	West Lebanon, N. H	1869	1854	Hiram Orcutt, A. M	Non-sect.	11	1	10	.....	23	50	0	0	73	3
116	Bordentown Female College	Bordentown, N. J	1853	1853	Rev. William C. Bowen, A. M	Meth	10	3	7	1	20	78	6	2	106	....
117	Ivy Hall	Bridgeton, N. J	.....	1861	Mrs. M. C. Sheppard	Non-sect.	7	1	6	.....	.....	.....	.....	.....	.....	....
118	St. Mary's Hall	Burlington, N. J	1846	1837	Rev. E. K. Smith, A. M	P. E	23	7	16	.....	.....	.....	.....	3	125	....
119	Pennington Seminary and Female Collegiate Institute.	Pennington, N. J	1852	1839	Rev. Thomas Hanlon, A. M., D. D.	Meth. E.	9	5	4	.....	.....	.....	.....	.....	150	....
120	Academy of the Sacred Heart*	Near Albany, N. Y	1861	.....	Madame Amelia Fowler	R. C	17	1	16	4	20	.....	.....	.....	128	0
121	St. Agnes School	Albany, N. Y	1870	1869	Rt. Rev. W. C. Doane, S. T. D	P. E	24	4	20	.....	.....	.....	15	5	175	4
122	Brooklyn Heights Seminary	Brooklyn, N. Y., (138 Montague place.)	0	1851	Charles E. West, M. D., LL. D	Non-sect.	13	....	13	5	40	.....	.....	0	189	0
123	Packer Collegiate Institute	Brooklyn, N. Y	1853	1845	A. Crittenden, A. M., Ph. D	Non-sect.	36	4	32	.....	54	.....	.....	.....	664	53
124	Buffalo Female Academy	Buffalo, N. Y	1851	1851	Rev. Albert T. Chester, D. D	Non-sect.	10	4	6	.....	.....	.....	.....	15	104	17
125	Holy Angels' Academy	Buffalo, N. Y	1864	1861	Mother St. Peter	R. C	9	....	9	.....	.....	.....	9	2	190	....
126	Ontario Female Seminary	Canandaigua, N. Y	1825	1825	B. Richards, A. M	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	....

* From Report of the Commissioner of Education for 1875.

a There were also 179 male students in the institution during the year.

b Education fund of $22,000.

c There was also a class of 17 small boys.

d College suspended; to reopen September, 1877.

e Reorganization.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Students.					Number of scholarships.
							Total.	Male.	Female.	Instructors in preparatory department.	Number in preparatory department.	Number in collegiate department.		Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
127	St. Joseph's Academy	Lockport, N. Y	1866	1866	Sister Emilie	R. C	13	..	13	6	400	150	.....	.....	550	0
128	Academy of the Sacred Heart	Manhattanville, N. Y., (New York City.)	1851	.....	Sarah Jones	R. C	26	6	20	6	.....	.....	.....	.....	.....	....
129	Jane Grey School*	Mt. Morris, N. Y	1866	1866	Joseph Lindley, A. M	P. E	5	1	4	1	.....	31	2	.....	41	....
130	Academy of Mt. St. Vincent on the Hudson.	New York, N.Y., (Riverdale P. O.)	1864	1847	Mother M. Jerome Ely	R. C	35	5	30	....	.....	.....	.....	.....	264	0
131	Marguerite Institute*	New York, N. Y., (13 E. 46th street.)	.....	1873	Mrs. E. F. Wait	.....	7	3	4	....	.....	.....	.....	.....	16	....
132	Mrs. S. Reed's Boarding and Day School.	New York, N. Y., (6 E. 53d street.)	.....	1864	Mrs. Caroline G. Reed	P. E	21	8	13	....	85	83	.....	.....	168	....
133	D'Youville Academy	Plattsburgh, N. Y	1871	1860	Sister L. Duguay	R. C	6	....	6	....	.....	.....	.....	.....	112	....
134	Cook's Collegiate Institute	Poughkeepsie, N. Y	.....	1848	George W. Cook, Ph. D	Non-sect.	12	5	7	....	.....	.....	.....	.....	150	....
135	Poughkeepsie Female Academy	Poughkeepsie, N. Y	1836	1836	Rev. D. G. Wright, A. M., rector.	P. E	11	5	6	3	70	20	4	.....	94	....
136	Greensboro' Female College	Greensboro', N. C	1838	1845	Rev. T. M. Jones, D. D	M. E	10	5	5	1	12	120	.....	.....	132	....
137	Davenport Female College	Lenoir, N. C	1858	1858	Rev. W. M. Robey, A. M	Meth	5	3	2	1	20	.....	.....	.....	50	50
138	Chowan Baptist Female Institute	Murfreesboro', N. C	1866	1848	Rev. A. McDowell, D. D	Baptist	10	3	7	0	20	62	28	2	112	0
139	Wesleyan Female College	Murfreesboro', N. C	1853	1854	Rev. W. G. Starr, A. M	M. E. So	14	5	9	2	20	172	0	0	192	0
140	Raleigh Female Seminary	Raleigh, N. C	1872	1870	F. P. Hobgood, A. M	Baptist	7	2	5	2	50	.....	.....	.....	97	...
141	St. Mary's School	Raleigh, N. C	.....	1842	Rev. Albert Smedes, D. D., rector.	P. E	*13	3	10	....	.....	.....	.....	.....	.....	5
142	Salem Female Academy	Salem, N. C	1866	1804	Rev. M. E. Grunert	Moravi'n	23	3	20	....	.....	.....	.....	.....	150	0
143	Simonton Female College	Statesville, N. C	...	....	Mrs. E. N. Grant	Presb	6	....	6	....	.....	.....	.....	.....	113	....
144	Thomasville Female College	Thomasville, N. C	1855	1849	H. W. Reinhart	Non-sect.	8	2	6	.....	16	.....	.....	.....	66	....

145	Bartholomew English and Classical School for Young Ladies.	Cincinnati, Ohio, (n.w. cor. 4th and John sts.)		1875	G. K. Bartholomew, A. M		16	7	9		33	63	8		104	
146	Cincinnati Wesleyan College	Cincinnati, Ohio	1842	1842	Rev. David H. Moore, D. D	Meth	22	8	14	3	49	115			220	0
147	Cleveland Female Seminary	Cleveland, Ohio	1853	1853	S. N. Sanford, A. M	P. E	16	9	7		15	72	7		94	0
148	Cooper Academy	Dayton, Ohio	1845	1842	James A. Robert, A. M	Non-sect.	7	2	5					1	113	
149	Ohio Wesleyan Female College	Delaware, Ohio	1853	1853	William Richardson, A. M	M. E	9	2	7		40	131	22	4	197	
150	Glendale Female College	Glendale, Ohio	1854	1854	Rev. Ludlow D. Potter, D. D	Presb	11	3	8		14	63	20	2	99	0
151	Granville Female College	Granville, Ohio	1834	1834	W. P. Kerr	Presb										
152	Young Ladies' Institute	Granville, Ohio		1832	Rev. D. Shepardson, D. D	Baptist	9	1	8		25	51			94	
153	Highland Institute	Hillsboro', Ohio	1864	1857	Miss Emilie L. Grand-Girard	Non-sect.	8		8	2	20	39	9	3	71	
154	Hillsboro' Female College	Hillsboro', Ohio	1856	1857	Rev. Joseph McD. Mathews, D. D.	M. E	7	1	6		7	33	16	4	60	
155	Oxford Female College	Oxford, Ohio	1854	1854	Rev. Robert D. Morris, D. D	Presb	8	3	5		4	71	19		94	
156	Western Female Seminary	Oxford, Ohio	1853	1855	Miss Helen Peabody	Non-sect.	15		15	0	0	167			167	
157	Lake Erie Seminary	Painesville, Ohio	1859	1859	Miss Mary A. Evans	Non-sect.	11		11	0	0	103	0	0	103	
158	St. Helen's Hall	Portland, Oreg		1869	Rt. Rev. B. Wistar Morris	P. E	11	0	11		20	110	10	0	140	3
159	Allentown Female College	Allentown, Pa	1867	1867	Rev. W. R. Hofford, A. M	Ref'd	8	3	5		59	30			89	1
160	Moravian Seminary for Young Ladies.	Bethlehem, Pa	1863	1749	Rev. Francis Wolle	Moravi'n	30	6	24	10	105	130			235	0
161	Blairsville Ladies' Seminary	Blairsville, Pa		1851	J. Jewett Parks, A. M	Presb	8	2	6						60	
162	Wilson College	Chambersburg, Pa	1869	1870	Rev. W. T. Wylie, A. M	Presb	13	2	11				3	2	57	28
163	Pennsylvania Female College	Collegeville, Pa	1853	1853	J. Warrenne Sunderland, LL. D	Non-sect.	9	4	5					1	60	
164	Madame Clement's School*	Germantown, (Phila.,) Pa., (West Walnut lane.)	0	1857	Madame Clement	P. E	12	4	8	2	25				75	
165	Miss Mary E. Stevens's School	Germantown, (Phila.,) Pa., (West Chelton ave., near Wayne st.)		1868	Miss Mary E. Stevens	P. E	13	6	7						62	
166	University Female Institute	Lewisburg, Pa	1846	1852	Miss H. E. Spratt	Baptist	8		8	2	38	53	7		98	
167	Irving Female College	Mechanicsburg, Pa	1857	1856	Rev. T. P. Ege, A. M	Meth	6	2	4		6	36	0	1	43	
168	Brooke Hall Female Seminary	Media, Pa	0	1856	Miss Maria L. Eastman	P. E	12	1	11			50			50	2
169	Chestnut Street Seminary	Philadelphia, Pa., (1615 Chestnut st.)		1850	Misses M. L. Bonney and H. A. Dillaye.	Non-sect.	14	8	6							
170	Mary Anna Longstreth's School	Philadelphia, Pa., (W. Penn square.)		1829	Mary Anna Longstreth	Non-sect.	27	3	24	0	0				90	
171	Pennsylvania Female College	Pittsburg, Pa., (East End.)	1869	1869	Rev. Thomas C. Strong, D. D	Non-sect.	10	5	5	1	4	69	4		77	
172	Pittsburg Female College	Pittsburg, Pa	1854	1854	Rev. I. C. Pershing, D. D	M. E	23	12	11	3	99	45	67	2	213	53
173	Washington Female Seminary	Washington, Pa	1836	1836	Miss N. Sherrard	Presb	10	1	9	1	15					
174	Cottage Hill Seminary*	York, Pa	1868		Miss S. E. Thornbury and Miss M. J. Mifflin.		5	1	4							
175	Columbia Female College*	Columbia, S. C	1854	1856	Rev. Samuel B. Jones, D. D	M.E. So	9	4	5		0	68	29	2	99	0
176	Due West Female College	Due West, S. C	1860	1860	Rev. J. I. Bonner		8	2	6	1	38	80	2	2	122	
177	Greenville Baptist Female College	Greenville, S. C	1854	1854	Prof. C. H. Judson	Baptist	10	4	6	2	40				117	0
178	Williamston Female College	Williamston, S. C	1875	1872	Rev. Samuel Lander, A. M	Non-sect.	9	2	7	2	25	100			125	
179	Athens Female Seminary*	Athens, Tenn	1869	1867	Mrs. Mary W. Sullins	Non-sect.	3	1	2						36	0
180	Bristol Female College	Bristol, Tenn	1872	a1872	D. C. Wester, A. M	Baptist	5	1	4	1	24	54	18	2	98	
181	Brownsville Female College	Brownsville, Tenn	1851	1850	Rev. G. W. Johnston, A. M., LL. D	Baptist	7	2	5	2	30	40		1	71	0
182	Weslyan Female College	Brownsville, Tenn	1870	1870	Rev. John Williams, A. M	Meth	4	1	3	1	12	34			46	

* From Report of the Commissioner of Education for 1875.

a Organized as Bristol Female Institute in 1869.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President and principal.	Religious denomination.	Corps of instruction.				Students.					Number of scholarships.
							Total.	Male.	Female.	Instructors in preparatory department.	Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
183	Bellevue Female College	Collierville, Tenn	1872	1872	Rev. W. T. Plummer, A. M	Non-sect.	5	1	4	1	32	80	.....	.....	112	....
184	Columbia Athenæum	Columbia, Tenn	1858	1852	Robert D. Smith, A. M	Non-sect.	14	4	10	3	.....	.....	.....	.....	179	8
185	Tennessee Female College	Franklin, Tenn	1856	1857	William J. Vaughn	.....	7	1	6	....	70	97	.....	.....	167	....
186	Odd Fellows' Female College	Humboldt, Tenn	1871	1872	I. B. Day	Non-sect	3	1	2	....	.....	.....	.....	.....	65	....
187	Memphis Conference Female Institute.	Jackson, Tenn	1844	1844	Rev. A. W. Jones, A. M., D. D	M. E. So	9	3	6	2	76	140	15	5	236	....
188	East Tennessee Female Institute	Knoxville, Tenn	1838	1840	M. C. Butler, A. M	Non-sect	4	2	2	1	30	15	0	0	45	0
189	La Grange Female College*	La Grange, Tenn	1854	1855	Prof. Henry F. Scott	.....	4	2	2	....	36	101	.....	.....	131	....
190	Cumberland Female College	McMinnville, Tenn	1851	1851	Prof. A. M. Burney, A. M	Cumb. P.	5	2	3	2	30	44	.....	6	80	18
191	State Female College	Memphis, Tenn	1857	1858	Mrs. Harriet N. Collins	Meth	10	3	7	1	47	105	19	9	180	....
192	Murfreesboro' Female Institute	Murfreesboro', Tenn	185–	185–	James E. Scobey, A. M	Non-sect.	7	2	5	2	25	80	.....	2	107	0
193	Soulé Female College	Murfreesboro', Tenn	1850	1850	Joseph B. West	Meth	7	2	5	1	30	80	.....	.....	110	....
194	W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn., (15 Spruce st.)	1869	1865	Rev. W. E. Ward, D. D	Non-sect.	17	4	13	1	22	147	47	.....	216	6
195	Martin College	Pulaski, Tenn	1872	1875	Rev. R. H. Rivers, D. D	Meth	6	2	4	....	.....	.....	.....	.....	160	....
196	Rogersville Female College	Rogersville, Tenn	1853	1849	Rev. A. W. Wilson, A. M	Presb	4	1	3	1	20	58	.....	.....	78	0
197	Savannah Female College*	Savannah, Tenn	1861	1867	A. G. McDougal	M. E. So	4	1	3	1	.....	.....	.....	.....	.....	....
198	Mary Sharp College	Winchester, Tenn	1850	1850	Z. C. Graves, L.L. D	Baptist	10	4	6	1	20	110	45	5	180	0
199	Austin Collegiate Female Institute.*	Austin, Tex	1856	1852	Rev. B. J. Smith, A. M	Non-sect	8	2	6	....	25	100	.....	.....	125	....
200	Bryan Female Seminary*	Bryan, Tex	.....	1873	Rev. W. H. Vernor	Non-sect.	4	3	1	....	.....	.....	.....	.....	76	0
201	Chappell Hill Female College	Chapel Hill, Tex	1853	1853	Rev. E. D. Pitts, D. D	M. E. So	7	2	5	1	18	50	3	3	74	0
202	Andrew Female College	Huntsville, Tex	1854	1853	Rev. J. M. Pugh	Meth	5	1	4	1	40	29	6	.....	75	0
203	Baylor Female College	Independence, Tex	1846	1846	Rev. William Royall, D. D	Baptist	4	2	2	....	.....	.....	.....	.....	60	....

204	Lamar Female Seminary *a*	Paris, Tex	1871	1866	Rev. Oliver P. Stark		4	1	3	2	40	34			74	
205	Nazareth Convent	Victoria, Tex		1866	Mother Mary St. Claire	R. C	14		14							
206	Waco Female College	Waco, Tex	1854	1854	Rev. Samuel P. Wright, A. M.	M.E.So	6	3	3	2	25	45	0	0	70	1
207	Vermont Methodist Seminary and Female College.	Montpelier, Vt	1865	1834	Julius B. Southworth	M. E	10	6	4			58	41		99	
208	Martha Washington College	Abingdon, Va	1855	1855	Warren Du Pré, LL. D	M.E.So	8	3	5	1	28	120	3	2	153	
209	Hollins Institute	Botetourt Springs, Va	1844	1842	Charles L. Cocke, sup't	Baptist	14	4	10		17				122	
210	Albemarle Female Institute	Charlottesville, Va	1856	1856	Richard H. Rawlings, A. M	Non-sect.	8	4	4			47	4		51	
211	Roanoke Female College	Danville, Va	1859	1859	S. W. and J. T. Averett	Baptist	5	3	2	2	17	69	1		87	
212	Farmville College	Farmville, Va	1875	1873	Rev. Paul Whitehead	M.E. So	10	4	6		19	83	2	2	106	
213	Marion Female College	Marion, Va	1874	1873	Rev. J. J. Scherer, A. M	Luth	8	3	5	1	19	47	14		80	
214	Petersburg Female College	Petersburg, Va	1855	1854	Frank M. Wright, jr., (associate principal.)	Non-sect.	7	4	3						50	
215	Southern Female College	Petersburg, Va	1863	1862	W. T. Davis, A. M	Non-sect.	5	2	3						71	0
216	Richmond Female Institute	Richmond, Va	1853	1853	John Hart, M. A	Baptist	7	3	4	1	22	78		0	100	0
217	Augusta Female Seminary	Staunton, Va	1844	1840	Miss Mary J. Baldwin	Presb	19	7	12	2	40				200	
218	Staunton Female Seminary	Staunton, Va	1870	1870	Rev. J. I. Miller, A. M	Luth	11	5	6						86	
219	Wesleyan Female Institute*	Staunton, Va	1849	1850	Rev. William A. Harris, D. D	M.E. So	13	6	7	4	50		4	0	102	
220	Episcopal Female Institute	Winchester, Va	1874	1874	Rev. J. C. Wheat, D. D	P. E	6	2	4	1	27	39	0	0	66	0
221	Parkersburg Female Academy*	Parkersburg, W. Va	1865	1864	Sister M. Bernardine	R. C	12	0	12		60				110	
222	Wheeling Female College	Wheeling, W. Va	1850	1865	Miss A. Taylor	Non-sect.	10	3	7		22	81	4		107	
223	Kemper Hall	Kenosha, Wis	1872	1870	Rev. Geo. M. Everhart, D. D	P. E	9	4	5		44	34	3		81	0
224	Milwaukee College	Milwaukee, Wis	1851	1851	Charles S. Farrar, A. M	Non-sect.	15	4	11	5	113	50	33	1	197	
225	St. Clara Academy	Sinsinawa Mound, Wis	1852	1848	Sister M. Emilie, O. S. D	R. C									90	

* From Report of the Commissioner of Education for 1875.

a The seminary building was burned September 30, 1876; new one to be finished in April, 1877.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	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	Union Female College	×	4	36	0	0	$150	$45	$63	$15,000	$0	$0	$4,000	June 27.
2	Florence Synodical Female College	×	4	40	2,500	.....	200	30	50	30,000	.....	.....	3,000	June 15.
3	Huntsville Female College	×	10	40	550	0	262	30	60	40,000	0	0	6,000	June 7.
4	Huntsville Female Seminary	×	8	40	500	.....	200	40	50	.....	.....	.....	.....	June 9.
5	Judson Female Institute	×	5	40	3,000	0	180	35	50	50,000	0	0	8,000	June 23.
6	Marion Female Seminary	×	5	40	1,000	.....	158	35	50	30,000	.....	.....	10,000	June 28.
7	Synodical Female Institute*	×	.....	40	250	0	150	.....	.....	15,000	0	0	2,350	June 23.
8	Alabama Central Female College	×	4	38	0	.....	215	30–50	60	200,000	0	0	6,698	June 4.
9	Tuscaloosa Female College	0	4	39	3,500	.....	150	30	60	10,000	0	0	.....	June 28.
10	Alabama Conference Female College.	×	4	40	.....	.....	150	30–40	50	55,000	0	0	.....	June 25.
11	Young Ladies' Seminary	.....	4	40	600	.....	*a*320	25	25	20,000	.....	.....	.....	May 24.
12	College of Notre Dame	×	10	44	2,500	50	*a*275	*a*200	.....	.....	0	0	.....	June 5.
13	School for Girls*	0	.....	40	3,500	.....	*a*636	.....	.....	25,000	0	0	.....	
14	Hartford Female Seminary	0	4	40	300	0	500	40–48	60–140	40,000	0	0	2,500	June 27.
15	Grove Hall	.....	4	39	.....	.....	475	.....	.....	50,000	.....	.....	.....	June 19.
16	Congrégation de Notre Dame	.....	8	40	1,500	.....	200	80	100	80,000	.....	.....	.....	June 24.
17	Young Ladies' Institute*	0	4	39	.....	.....	300	60	75	10,000	.....	.....	.....	June 30.
18	Wesleyan Female College	×	4	40	3,750	120	180	40	60	60,000	0	0	8,600	June 21.
19	Furlow Masonic Female College*	×	4	40	.....	.....	165	45	60	15,000	.....	.....	6,850	June 27.
20	Lucy Cobb Institute	×	4	40	300	.....	225	20	60	30,000	.....	.....	5,000	June 20.
21	Southern Masonic Female College	×	4	40	400	.....	180–200	30	60	20,000	.....	.....	4,000	June 27.
22	Dalton Female College	×	4	39	.....	.....	135	36	50	15,000	.....	.....	4,000	July 4.
23	Monroe Female College	×	8	40	300	.....	120	35	50	20,000	.....	500	.....	July 11.
24	Griffin Female College	.....	4	40	1,200	.....	180	40	50	10,000	.....	.....	4,600	June 27.
25	Hamilton Female College	×	4	40	.....	.....	150	30	50	1,200	.....	.....	.....	July 4.

26	La Grange Female College	×	4	40	150	150	135	30–50	60	40, 000	0	0	2, 000	June 13.
27	Southern Female College	×	4	38	.....	.....	135	30	50	14, 000	0	0	4, 800	June 20.
28	Lumpkin Masonic Female College	×	8	40	.....	.....	120–200	25	40	b13, 500	0	0	.....	June 28.
29	Wesleyan Female College	×	5	42	3, 000	.....	225	50	75	115, 000	.....	.....	15, 000	June 20.
30	Georgia Female College	×	4	40	250	0	150	30	40	20, 000	0	0	2, 000	June 28.
31	Marietta Female College	×	4	40	.....	.....	160	40	50	*10, 000	0	0	*3, 000	
32	College Temple	×	4	40	5, 000	.....	150–200	25–40	50–75	b50, 000	.....	.....	.....	June 27.
33	Houston Female College	.....	4	40	.....	.....	125–150	30	50	8, 000	0	0	1, 200	June 29.
34	Cherokee Baptist Female College*	×	4	40	50	.....	180	40	60	10, 000	0	0	4, 600	June 23.
35	Rome Female College	×	4	4	1, 000	.....	200	20	25	16, 000	.....	.....	8, 500	June 14.
36	Levert Female College	×	4	40	300	0	125	30	40	6, 000	0	0	.....	June 28.
37	Young Female College	×	5	40	.....	.....	150	35	50	15, 000	.....	.....	3, 500	June, last week
38	Almira College	×	4	40	1, 000	50	130	.....	40	100, 000	.....	.....	c11, 420	June 20.
39	Highland College for Women	×	4	40	1, 000	.....	300	40	40	109, 000	.....	.....	.....	June 27.
40	Illinois Female College	×	7	39	500	.....	230	40	40	150, 000	6, 000	600	4, 000	June 7.
41	Jacksonville Female Academy	.....	4	38	400	.....	200	30–40	40	30, 000	.....	.....	8, 000	June 6.
42	St. Mary's School	×	4	40	1, 200	250	.....	.....	40	65, 000	0	0	6, 000	
43	Ferry Hall, Lake Forest University.	×	4	40	.....	.....	c350	.....	60	.....	.....	.....	.....	June 27.
44	St. Angela's Academy	×	5	42	500	0	160	.....	.....	50, 000	.....	.....	8, 000	February 1.
45	Mt. Carroll Seminary	×	6	37	2, 000	.....	c250	.....	.....	100, 000	.....	.....	.....	June 13.
46	Rockford Female Seminary	×	6	40	2, 000	63	181	28	36	100, 000	0	0	c28, 413	June 27.
47	Female College of Indiana*	×	4	40	.....	.....	160	24	32	25, 000	.....	.....	1, 000	June 21.
48	Moravian Seminary for Young Ladies.	0	3	42	500	.....	c200	.....	.....	40, 000	.....	.....	c10, 931	June 27.
49	De Pauw Female College	×	4	40	800	.....	162	30	40	50, 000	.....	.....	2, 500	June 14.
50	Immaculate Conception Academy	×	12	43	900	400	140	.....	20	.....	.....	.....	.....	June 28.
51	Mt. Pleasant Female Seminary	.....	4	40	1, 000	.....	170	.....	32	25, 000	.....	.....	5, 000	June 20.
52	College of the Sisters of Bethany	×	11	40	700	75	c200–225	50	65	130, 000	0	0	c9, 500	June 20.
53	Bowling Green Presbyterian Female College.	×	4	40	500	.....	175	40	50	13, 000	.....	.....	4, 500	May 31.
54	Clinton Female College	×	4	40	.....	.....	100	30–40	40–60	30, 000	0	0	3, 000	
55	Franklin Female College	×	4	40	100	0	150	16 & 30	50	22, 500	.....	.....	.....	June 13.
56	Georgetown Female Seminary	0	6	40	400	.....	200	40	60	25, 000	0	0	.....	June 13.
57	Liberty Female College	×	4	40	1, 000	75	160	42	52	20, 000	.....	.....	3, 500	June 14.
58	Daughters College	.....	4	40	3, 000	50	300	50	50	40, 000	.....	.....	.....	June 15.
59	Bethel Female College	.....	4, 6	40	.....	.....	220	40	50	30, 000	.....	.....	5, 000	May 31.
60	South Kentucky Female College	.....	4	40	.....	.....	170	40	50	.....	.....	.....	.....	June 14.
61	Lebanon Institute for Young Ladies.	.....	4	40	0	0	140	32	40	10, 000	.....	.....	.....	June 16.
62	Hocker College	×	4	40	.....	.....	230	30	60	100, 000	.....	.....	.....	June 8.
63	Lexington Female College	0	6	40	.....	.....	200	30	40–60	14, 000	.....	.....	2, 000	
64	Louisville Female College	×	4	40	500	.....	190	56	67	.....	.....	.....	.....	June 8.
65	Millersburg Female College	×	4	40	1, 000	100	150	40	50	19, 000	0	0	4, 000	June 12.
66	Mt. Sterling Female College	×	3, 4	40	.....	.....	180	33	43–53	12, 000	.....	.....	3, 500	June.
67	Kentucky College*	.....	4	36	.....	.....	c350	80	100	.....	.....	.....	.....	June 2.
68	Logan Female College	×	3–6	40	1, 100	100	180	30	50	30, 000	.....	.....	5, 000	June 7.
69	Science Hill Academy	0	4	40	1, 500	.....	200	30	50	30, 000	.....	.....	.....	June 7.
70	Shelbyville Female College	.....	.....	40	150	.....	200	30	40–50	15, 000	.....	.....	.....	June 7.
71	Stanford Female College	×	4	40	600	50	160	40	50	15, 000	.....	.....	6, 000	June 14.

* From Report of the Commissioner of Education for 1875. *a* Includes tuition. *b* Original cost. *c* Board and tuition.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	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
72	Silliman Female Collegiate Institute.	×	4	40	300	0	$180	$30	$50	$30,000	$20,000	$1,600	$1,400	June 22.
73	Minden Female College	.....	4	40	400	.....	.....	.....	50	.....	.....	.....	.....	June 15.
74	Maine Wesleyan Seminary and Female College.	×	4	39	2,500	800	125	(a22)		95,000	46,000	2,800	4,300	June 7.
75	Baltimore Academy of the Visitation.	.....	8	42	3,500	60	.....	39	55	.....	.....	.....	.....	June 21.
76	Baltimore Female College	×	4	42	3,890	15	225	40–50	60–80	65,000	.....	.....	7,500	June 21.
77	The Misses Norris' School	.....	.....	.....	.....	.....	400	.....	.....	.....	.....	.....	.....	.....
78	Burkittsville Female Seminary	.....	3	40	500	.....	175	25	30	20,000	.....	.....	3,000	June 21.
79	Cambridge Female Seminary	×	.....	40	500	.....	b190	32	48	10,000	.....	.....	1,500	June 16.
80	Frederick Female Seminary	×	4	40	600	.....	200	44	54	100,000	.....	.....	4,000	June 23.
81	Abbott Female Academy	0	4	39	1,526	28	240	.....	36	40,000	0	0	7,300	June 27.
82	Lasell Seminary for Young Women	0	7	36	500	50	250	60	90	70,000	0	0	25,000	June 14.
83	Gannett Institute	.....	5	40	3,500	100	500	125	200	90,000	.....	.....	.....	June 20.
84	Bradford Academy	0	4	38	2,204	90	200	20	20	180,500	c15,000	.....	5,453	June 20.
85	Smith College	×	4	36	.....	.....	250	.....	100	150,000	400,000	27,000	1,000	June 20.
86	Wheaton Female Seminary	0	4	39	2,493	56	273	45	.....	50,000	10,000	600	.....	June 27.
87	Maplewood Institute	0	4	40	1,000	0	200	20	28	50,000	0	0	.....	June 27.
88	Mt. Holyoke Female Seminary	0	4	39	10,000	600	b175	.....	.....	350,000	25,000	2,734	b47,239	June 21.
89	Wellesley College	×	6	39	13,000	2,500	250	.....	.....	.....	0	0	77,500	June 25.
90	Oread Collegiate Institute	0	4	43	2,000	0	225	60	80	75,000	0	0	3,000	June 28.
91	Michigan Female Seminary	.....	4	39	600	25	b175	.....	.....	75,000	.....	.....	7,000	June 21.
92	Young Ladies' Seminary and Collegiate Institute.	.....	4	40	370	50	240	21	32	28,000	0	0	6,000	June 21.
93	St. Mary's Hall	0	4	40	525	.....	b350	.....	.....	.....	.....	.....	.....	June 19.
94	Minneapolis Female Seminary	×	8	38	.....	.....	200	50	50	22,500	.....	.....	3,000	June.5

95	Whitworth Female College	×	4	39	200		*d*175	30	40–50	50,000			7,000	June 28.
96	Central Female Institute	×	4	40	2,000	50	190	30–40	50	25,000	0	0	6,000	June 27.
97	Columbus Female Institute*	×	5	40			180	50	60	100,000	0	0	5,000	June 28.
98	Franklin Female College	×	4	40	500	100	180	30	40–60	10,000	0	0	5,000	June 18.
99	Meridian Female College	×	5	40	600	35	150	37½	47½	7,000	0	0	2,000	June 9.
100	Union Female College	×	4	40	100		160	30	50	35,000			3,600	June 13.
101	Chickasaw Female College	×	4	40	2,000		175	30–40	50	15,000	0	0		June 28.
102	Christian College	×	4	40			200	30	50	50,000				June 14.
103	Stephens College	×	5	42	300		200	20	50	50,000	20,000	1,200		
104	Howard College	×		40			160	40	50	15,000	0	0		June 20.
105	St. Louis Seminary	×	4	36			200	50	70	20,000	0	0	5,000	May 20.
106	Central Female College	×	4	40			140	30	40	25,000				June 8.
107	Clay Seminary	0	4	38	300	50	160	40	50	7,000			3,000	June 1.
108	Ingleside College	×	5	42			150	30	45	10,000			3,000	
109	Lindenwood College for Young Ladies.	×	5	38			*b*260	40–48	52–56					June 6.
110	St. Joseph Female College		7	40			180	20–40	50	60,000	0	0		June 7.
111	Mary Institute, (Washington University.)	0	5	40	400				120–160	75,000			20,000	June 13.
112	Ursuline Academy		8	40	2,000		150							
113	Adams Female Academy	×	4	39	500	50	200	15	21	5,000	4,000	240	150	July 11.
114	Robinson Female Seminary	0	8	39	350	45		*e*(30)		80,000	150,000	10,800	325	June 27.
115	Tilden Ladies' Seminary	×	4	38	1,500	75	200	30	30–100	50,000	0	0	3,500	June 22.
116	Bordentown Female College	×	4	40				*b*250	*b*300	25,000			*b*12,000	June 13.
117	Ivy Hall		5	39	1,000		350	40	60	15,000				June 19.
118	St. Mary's Hall		7	40			*b*450			200,000				July.
119	Pennington Seminary and Female Collegiate Institute.	×	5	40	1,200		220	36	36	75,000			3,000	June 28.
120	Academy of the Sacred Heart*	×	6	42	2,000		200			300,000	0	0		June 20.
121	St. Agnes School	×	9	36	1,500	200	275	50	50–100	100,000			*b*35,000	June 20.
122	Brooklyn Heights Seminary	0		39			450	100	130–170					June 19.
123	Packer Collegiate Institute			40	4,000	253	*b*475	48	60–100	350,000	42,000	2,500	*b*44,896	June 20.
124	Buffalo Female Academy	0	8	40	1,223	2			24–96	81,200	400	24	7,893	June 14.
125	Holy Angels' Academy	0		40	520		150	12	24	80,000	0	0	5,510	June 30.
126	Ontario Female Seminary	0	4	42	1,000		350		30	2,000	0	0	560	June.
127	St. Joseph's Academy	0	4	42	600		200	0	0	50,000	0	0		June, last week.
128	Academy of the Sacred Heart	×	6		2,500		300			350,000	0	0		June 26.
129	Jane Grey School*		5	40	200		*b*300	20	40	10,000			1,500	June 23.
130	Academy of Mt. St. Vincent on the Hudson.	×	10	42	5,000		*b*295			500,000	0	0	*b*88,000	June 28.
131	Marguerite Institute*	0	5	40			800	150	200					October 1.
132	Mrs. S. Reed's Boarding and Day School.	0	10	38	500		900	100, 125	250	200,000				June 15.
133	D'Youville Academy		6	40	225		130	16	24	20,000			1,740	June 28.
134	Cook's Collegiate Institute			40	1,000	25	*b*375	48	60	50,000				June 13.
135	Poughkeepsie Female Academy	0	4	40	1,500		300	32	40–60	30,000				June 20.
136	Greensboro' Female College	×	4	40			150	40	50	75,000			9,000	May 31.
137	Davenport Female College	×	4	40	200		140	25	50	25,000			2,000	June 7.
138	Chowan Baptist Female Institute	×	4	40	500	0	*b*158	40	50	40,000	0	0	10,000	June 27.

* From Report of the Commissioner of Education for 1875. *a* Average cost. *b* Board and tuition.
c Not to be used till it amounts to $25,000. *d* Includes text books, medicines, and medical attendance. *e* Free to residents of Exeter.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	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
139	Wesleyan Female College	×	7	40	0	0	$108	$40	$50	$10,000	$0	$0	$30,000	June 20.
140	Raleigh Female Seminary	.....	4	40	1,000	.....	150	40	70	30,000	0	0	.....	June.
141	St. Mary's School	.....	.....	40	.....	.....	a239	.....	.....	.....	0	0	.....	June.
142	Salem Female Academy	×	6–7	42	3,500	.....	a200	.....	.....	65,000	5,500	330	.....	May, last week.
143	Simonton Female College	0	0	40	.....	.....	130	30	40	.....	.....	.....	3,380	
144	Thomasville Female College	×	3–4	40	500	.....	110	25, 40	50	10,000	.....	.....	.....	June 5.
145	Bartholomew English and Classical School for Young Ladies.	0	10	38	.....	.....	350–400	130	150	.....	.....	.....	11,000	June 8.
146	Cincinnati Wesleyan College	×	4	40	1,000	80	230	75	100	225,000	0	0	.....	June 26.
147	Cleveland Female Seminary	×	4	40	1,000	.....	350	40	60	200,000	.....	.....	.....	June 19.
148	Cooper Academy	0	4	40	1,000	.....	300	50	100	40,000	.....	.....	8,000	June 18.
149	Ohio Wesleyan Female College	×	6	37	1,500	.....	135	18	27	80,000	5,000	300	8,500	June 20.
150	Glendale Female College	0	4	39	2,200	100	250	40	50	75,000	0	0	a24,000	June 14.
151	Granville Female College	.....	4	39	.....	.....	200	30	30	30,000	0	0	.....	
152	Young Ladies' Institute	0	4	40	1,000	.....	190	30	36	25,000	.....	.....	a9,000	June 29.
153	Highland Institute	×	6	39	650	50	219	36	36	30,000	0	0	.....	June 14.
154	Hillsboro' Female College	×	4	38	700	.....	230	30	40	40,000	.....	.....	.....	June 7.
155	Oxford Female College	.....	4	37	2,000	.....	210	40	40	100,000	.....	.....	16,000	June 8.
156	Western Female Seminary	0	4	38	.....	.....	a165	.....	.....	.....	.....	.....	a22,000	June 15.
157	Lake Erie Seminary	.....	4	39	1,400	.....	a170	.....	.....	100,000	.....	.....	a15,292	June 28.
158	St. Helen's Hall	0	6	40	400	0	300	30	50	25,000	.....	.....	.....	July 11.
159	Allentown Female College	.....	3	40	300	.....	a250	32–36	40–50	45,000	.....	.....	.....	June 29.
160	Moravian Seminary for Young Ladies.	×	.....	40	5,000	50	240	40	40	100,000	0	0	17,000	July 1.
161	Blairsville Ladies' Seminary	.....	4	40	500	.....	170	20	40	27,000	.....	.....	.....	June 20.
162	Wilson College	×	6	40	1,300	250	290	60	60	60,000	20,000	1,200	5,000	June 21.
163	Pennsylvania Female College	×	4	40	2,500	100	200	(40–50)		50,000	.....	.....	.....	June 21.

164	Madame Clement's School*	0	4	40	350		400	80	125	50,000			15,000	June 15.
165	Miss Mary E. Stevens's School		10	40	800		500	75	125					June 20.
166	University Female Institute	0	3	40	1,000		140	30	36	75,000			13,426	June 26.
167	Irving Female College	×	4	40	3,000		220	50	80	30,000	0	0		June 20.
168	Brooke Hall Female Seminary	0	4	38	1,000	50	*a*450			75,000			*a*25,000	June 19.
169	Chestnut Street Seminary			39			*a*660	100	125					June 13.
170	Mary Anna Longstreth's School	0	5	40					140					
171	Pennsylvania Female College	×	4	40			280	40	80	200,000			8,348	June 21.
172	Pittsburg Female College	×	9	40	625	55	240	48½	65	100,000	29,950	1,275	13,633	June 21.
173	Washington Female Seminary		4	40	550	50	250	24		25,000				June 19.
174	Cottage Hill Seminary*						*a*225		40					
175	Columbia Female College*	×	5	39	500		225		50	50,000	0	0	4,500	June 30.
176	Due West Female College	×	4	40	400	50	135	20	40	15,000	1,500		4,000	July 6.
177	Greenville Baptist Female College	×	6–8	40			150	20½	27½–37½	20,000	0	0	4,000	June 25.
178	Williamston Female College	×	4	40	350	50	130	20	40	20,000				June 21.
179	Athens Female Seminary*	×	4	40	0		100	27	35	6,000	0	0	450	June 4.
180	Bristol Female College	×	4	40	0		100	20	40	15,000			2,000	June 14.
181	Brownsville Female College	×		40	400	20	170	30, 40	54	20,000	0	*b*300	4,000	June 13.
182	Wesleyan Female College	×	4	40			180	34, 44	54	6,000	0	0		June 6.
183	Bellevue Female College	×	5	40			140	30–40	50	11,500				June 13 and 14.
184	Columbia Athenæum	×	7	43	11,000	500	180	20	35	125,000			9,681	June 21.
185	Tennessee Female College	×	4	40	1,100	50	240	44	64	20,000			7,000	June 6.
186	Odd Fellows' Female College	×		40				30	50	13,000			1,200	June 15.
187	Memphis Conference Female Institute.	×	5	40	5,000	100	115	10–20	25	50,000	0	0	10,000	June 13.
188	East Tennessee Female Institute	×	4	40	0			30	40	15,000	0	0	2,500	June 15.
189	La Grange Female College*	×	4	40	500		180	44	54	15,000				June 11.
190	Cumberland Female College	×	7	40	500	100	220	20	50	20,000				June 7.
191	State Female College	×	4	40	2,000		200	50	60	100,000				June, 2d week.
192	Murfreesboro' Female Institute	×	4–6	40	500	10	180	32	50	12,000	0	0	3,000	June 7.
193	Soulé Female College	×	4			0	210	30	50	20,000			9,000	
194	W. E. Ward's Seminary for Young Ladies.	×	5	40	3,000	50	240	60	80	60,000	0	0	9,000	June 10.
195	Martin College	×	4	40			130–160	30–40	50	60,000	30,000	1,800	6,000	June.
196	Rogersville Female College	×	4	40	3,000	0	130	22–27	50	20,000	0	0	3,500	June 8.
197	Savannah Female College*	×	4	40			120	20	50	6,000				June.
198	Mary Sharp College	×	4	40	1,500	100	160	40	60	20,000	0	0	10,000	June 17.
199	Austin Collegiate Female Institute.*	×	4	40			260	30	60	20,000			5,000	June 8.
200	Bryan Female Seminary*	0	4	40			180	33	42–50	4,500	0	0	1,500	June 20.
201	Chappell Hill Female College	×		40	400		140	35	55	14,000	0	0	4,000	June 20.
202	Andrew Female College	×	4	40	0	0		20–35	50	15,000	0	0	2,500	June 20.
203	Baylor Female College	×		40			165	30–40	50	8,000	10,000	500		June 10.
204	Lamar Female Seminary *c*	×	3	40	500		175	30	40	17,000			2,000	June 27.
205	Nazareth Convent						*a*160			8,000	0	0		
206	Waco Female College	×	4	40	250	0	180	30–40	50	35,000	0	0	3,800	June 7.
207	Vermont Methodist Seminary and Female College.	×	4	39	775	15	117		40	110,000			3,400	June 14.
208	Martha Washington College		4	40	1,200		160	20–40	60	40,000			7,000	June 27.

* From Report of the Commissioner of Education for 1875.
a Board and tuition.
b From rents.
c The seminary building was burned September 30, 1876; new one to be finished in April, 1877.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1876, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	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
209	Hollins Institute	×	.....	40	.....	.....	$165	$25	$66	$100,000	.....	.....	$12,000	June 15.
210	Albemarle Female Institute	×	5	39	1,000	100	175	.....	70	30,000	.....	.....	6,000	June 25.
211	Roanoke Female College	×	.....	39	600	.....	308	40	*a*120	25,000	.....	.....	.....	May 31.
212	Farmville College	×	4	40	0	0	170	40	70	9,000	$0	$0	.....	June 6.
213	Marion Female College	×	4	40	200	.....	110	20–30	40	10,000	.....	.....	2,000	June 14.
214	Petersburg Female College	×	.....	40	.....	.....	175	40	50	10,000	.....	.....	.....	June 19.
215	Southern Female College	×	6	40	1,000	0	160	30, 40	50	16,000	0	0	.....	June 19.
216	Richmond Female Institute	×	5	40	.....	.....	198	45	75–100	50,000	0	0	6,000	June 15.
217	Augusta Female Seminary	.....	5	40	1,000	.....	200	46	50	60,000	.....	.....	.....	June 6.
218	Staunton Female Seminary	×	7	40	300	.....	200	36	45	20,000	.....	.....	.....	June 13.
219	Wesleyan Female Institute*	×	3	40	.....	.....	180	35, 45	60	40,000	0	0	10,000	June 18.
220	Episcopal Female Institute	×	4	40	0	.....	250	30	40–50	15,000	0	0	2,000	June 14.
221	Parkersburg Female Academy*	.....	5	.....	600	.....	175	12–16	30–40	.....	.....	.....	.....	June 29.
222	Wheeling Female College	×	4	40	.....	.....	.....	24	36–48	.....	.....	.....	.....	June 13.
223	Kemper Hall	×	8	38	1,400	100	300	100–150	100–150	70,000	0	0	9,000	June 13.
224	Milwaukee College	×	4	40	.....	5	250	50	60	75,000	0	0	.....	June 20.
225	St. Clara Academy	×	4	42	.....	.....	*b*225	.....	.....	40,000	.....	.....	*b*16,000	July 5.

* From Report of the Commissioner of Education for 1875.

a Average cost, including music.

b Board and tuition.

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Troy Female College	Troy, Ala	Not found.
Andrew Female College	Cuthbert, Ga	Closed.
Bethel Female College	Cuthbert, Ga	Closed.
West Point Female College	West Point, Ga	Now a free public school.
Simmons College	Boston, Mass	Not found.
Elmwood Seminary	Glen's Falls, N. Y	Closed as a Young Ladies' Seminary, and succeeded by a school for both sexes. (See Table VI, Part 3.)
Cincinnati Young Ladies' Seminary	Cincinnati, Ohio	Closed.
Wisconsin Female College	Fox Lake, Wis	See Table VI, Part 3.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.
Centenary Institute	Summerfield, Ala.
Seminary of the Sacred Heart	Chicago, Ill.
St. Mary's Academic Institute	St. Mary's of the Woods, Ind.
Warrendale Female College	Georgetown, Ky.
St. Catherine's Academy	Lexington, Ky.
Bourbon Female College	Paris, Ky.
Patapsco Female Institute	Ellicott City, Md.
Notre Dame Academy	Boston, Mass., (Highlands.)
Female College	Sardis, Miss.
Sharon Female College	Sharon, Miss.
Independence Female College	Independence, Mo.
St. Teresa's Academy	Kansas City, Mo.
Academy of the Visitation	St. Louis, Mo.
Delacove Institute	Trenton, N. J.
Athenæum Seminary	Brooklyn, N. Y., (cor. Clinton st. and Atlantic ave.)
St. Clare's Academy	Buffalo, N. Y.
English, French, and German School	New York, N. Y., (222 Madison ave.)
Asheville Female College	Asheville, N. C.
Academy of Notre Dame	Philadelphia, Pa.
Chegaray Institute	Philadelphia, Pa., (1527 Spruce st.)
St. Cecilia's Female College	Nashville, Tenn.
Dallas Female College	Dallas, Tex.
Galveston Female High School	Galveston, Tex.
Ursuline Academy	Galveston, Tex.
Paine Female College	Goliad, Tex.
Mozart Institute	Staunton, Va.
Virginia Female Institute	Staunton, Va.

TABLE IX.—*Statistics of universities and colleges for 1876; 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.

	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	1858	M. E. So	Rev. Luther M. Smith, A. M., D. D	1	36	0	.....	.....	.....
2	Howard College	Marion, Ala	1843	1843	Baptist	J. T. Murfee, LL. D	1	35	0	12	23	.....
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, LL. D	0	0	0	0	0	.....
5	Arkansas College	Batesville, Ark	1872	1872	Presb	Rev. Isaac J. Long, D. D	2	.....	.....	.....	.....	.....
6	Cane Hill College	Boonsboro', Ark	1852	1868	Cumb. P.	Rev. F. R. Earle, A. M	.....	49	18	.....	.....	.....
7	Judson University	Judsonia, Ark	1871	1875	Baptist	Rev. Benjamin Thomas, D. D	2	33	23	18	38	.....
8	St. John's College of Arkansas	Little Rock, Ark	1850	1859	Non-sect.	R. H. Parham, jr., A. M	.....	46	.....	15	.....	.....
9	Missionary College of St. Augustine*	Benicia, Cal	1868	1867	P. E	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.	2	27	.....	6	21	.....
10	Pierce Christian College	College City, Cal	1874	1874	Christian	W. J. Carpenter, A. M	2	60	50	6	35	.....
11	University of California	Oakland, Cal	1868	1869	Non-sect.	John Le Conte, M. D	0	0	0	0	0	.....
12	St. Ignatius College	San Francisco, Cal., (344 Jessie street.)	1859	1855	R. C	Rev. A. Masnata, S. J	.....	.....	.....	.....	.....	758
13	St. Mary's College	San Francisco, Cal	1872	1863	R. C	Brother Justin	4	124	0	.....	.....	.....
14	Santa Clara College	Santa Clara, Cal	1855	1851	R. C	Rev. A. Brunengo, S. J	2	20	0	.....	.....	.....
15	University of the Pacific	Santa Clara, Cal	1853	1851	M. E	Rev. A. S. Gibbons, A. M., M. D	6	129	83	.....	.....	.....
16	Pacific Methodist College	Santa Rosa, Cal	1862	1861	M. E. So	Rev. William A. Finley, A. M., D. D	.....	70	61	25	109	.....
17	College of Our Lady of Guadalupe	Santa Ynez, Cal	1846	1844	R. C	Brother Bernard Mathews, O. S. F	.....	41	.....	15	9	.....
18	California College	Vacaville, Cal	1870	1870	Baptist	Thomas W. Greene	2	25	20	10	35	.....
19	Washington College	Washington, Cal	1871	1871	Non-sect	S. S. Harmon, A. M	.....	53	43	61	.....	.....
20	Hesperian College	Woodland, Cal	1862	...	Christian	B. H. Smith, LL. D	0	0	0	0	0	.....
21	Colorado College	Colorado Springs, Colo	1874	1874	Cong	Rev. E. P. Tenney	.....	.....	.....	.....	.....	.....
22	Trinity College	Hartford, Conn	1823	1823	P. E	Rev. Thomas R. Pynchon, D. D	.....	.....	.....	.....	.....	.....
23	Wesleyan University	Middletown, Conn	1831	1830	M. E	Rev. Cyrus D. Foss, D. D	0	0	0	0	0	.....
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.	.....	.....	.....	.....	.....	.....	.....
27	Atlanta University	Atlanta, Ga	1867	1869	Non-sect.	Edmund A. Ware, A. M	.....	20	0	20	0	.....	.....
28	Bowdon College *a*	Bowdon, Ga	1857	1856	Non-sect.	Jno. F. Williams	2	.....	.....	.....	.....	.....	.....
29	Gainesville Male and Female College	Gainesville, Ga	1877	1877	Non-sect.	Rev. C. B. La Hatte	3	47	77	.....	.....	.....	.....
30	Mercer University	Macon, Ga	1837	1838	Baptist	Rev. A. J. Battle, D. D	0	0	0	0	0	.....	.....
31	Pio Nono College	Macon, Ga	1876	1874	R. C	Rev. C. P. Gaboury	.....	75	.....	.....	.....	.....	.....
32	Emory College	Oxford, Ga	1836	1837	Meth	Atticus G. Haygood	2	49	.....	.....	.....	.....	.....
33	Abingdon College	Abingdon, Ill	1855	1855	Christian	Clark Braden, A. M	.....	.....	.....	.....	.....	.....	106
34	Hedding College	Abingdon, Ill	1853	1854	M. E	Rev. J. G. Evans, A. M	.....	116	74	36	45	.....	.....
35	Illinois Wesleyan University	Bloomington, Ill	1850	1850	Meth	Rev. W. H. H. Adams, D. D	.....	300	100	100	110	.....	.....
36	St. Viateur's College	Bourbonnais Grove, Ill	1874	1865	R. C	Rev. Peter Beaudoin	.....	80	.....	40	40	.....	.....
37	Blackburn University	Carlinville, Ill	1857	1859	Presb	Robert B. Minton, A. M., chairman of faculty.	3	74	23	18	71	.....	.....
38	Carthage College	Carthage, Ill	1870	1873	Luth	Rev. D. L. Tressler, A. M., Ph. D	.....	25	75	.....	.....	.....	.....
39	St. Ignatius College	Chicago, Ill	1870	1870	R. C	Rev. J. De Blieck, S. J	2	72	0	52	20	.....	.....
40	University of Chicago	Chicago, Ill	1857	1857	Baptist	Hon. Alonzo Abernethy	4	90	17	.....	.....	.....	.....
41	Rock River University	Dixon, Ill	1876	1875	Non-sect.	Rev. M. McKendree Tooke, D. D., chancellor.	5	94	65	32	28	.....	.....
42	Eureka College	Eureka, Ill	1855	1855	Christian	Benjamin J. Radford, A. M	3	127	75	75	.....	.....	.....
43	Northwestern University	Evanston, Ill	1851	1855	M. E	Oliver Marcy, LL. D., (acting)	10	195	101	82	217	.....	.....
44	Ewing College	Ewing, Ill	1874	1874	Non-sect.	John Washburn	.....	85	40	.....	.....	.....	.....
45	Knox College	Galesburg, Ill	1837	1841	Non-sect.	Hon. Newton Bateman, A. M., LL. D.	4	106	89	70	42	.....	.....
46	Lombard University	Galesburg, Ill	1859	1852	Univ	Rev. Nehemiah White, A. M	2	38	25	27	36	.....	.....
47	Illinois Agricultural College	Irvington, Ill	1861	1866		G. H. French, A. M	2	61	51	3	12	11	.....
48	Illinois College	Jacksonville, Ill	1835	1829	Non-sect	Rufus C. Crampton, A. M., (acting)	5	217	15	16	48	.....	.....
49	Swedish-American Ansgari College	Knoxville, Ill	1875	1875	E. Luth	Rev. C. Anderson, A. M	1	58	.....	.....	.....	.....	.....
50	Lake Forest University	Lake Forest, Ill	.....	1876	Presb	Rev. R. W. Patterson, D. D	.....	.....	.....	.....	.....	.....	.....
51	McKendree College	Lebanon, Ill	1834	1828	M. E	Rev. John W. Locke, D. D	.....	172	54	48	45	.....	.....
52	Lincoln University	Lincoln, Ill	1865	1865	Cumb. P.	Rev. A. J. McGlumphy, D. D	.....	(271)		50	221	.....	.....
53	Evangelisch-Lutherisches Collegium*	Mendota, Ill	1875	1868	Luth	Rev. I. A. List	.....	.....	.....	.....	.....	.....	.....
54	Monmouth College	Monmouth, Ill	1857	1856	U. Presb.	Rev. David A. Wallace, D. D., LL. D	3	(103)		.....	.....	.....	.....
55	Northwestern College	Naperville, Ill	1865	1861	Evang	Rev. A. A. Smith, A. M	5	279	72	4	13	.....	.....
56	Augustana College	Rock Island, Ill	1865	1860	Luth	Rev. T. N. Hasselquist, D. D	2	66	0	46	20	.....	.....
57	St. Joseph's College	Teutopolis, Ill	.....	1861	R. C	Very Rev. P. M. Klostermann, O. S. F.	3	31	.....	12	19	.....	.....
58	Shurtleff College	Upper Alton, Ill	1835	*b*1827	Baptist	Rev. A. A. Kendrick, D. D	3	93	38	30	26	.....	.....
59	Westfield College	Westfield, Ill	1865	1865	U. Breth.	Rev. Samuel B. Allen, A. M	.....	107	41	18	130	.....	.....
60	Wheaton College	Wheaton, Ill	1860	1858	Cong	Rev. Jonathan Blanchard	5	50	37	34	.....	.....	.....
61	Bedford College	Bedford, Ind	1872	1872	Christian	Elder J. M. Mathes	2	47	29	12	24	.....	.....
62	Indiana University	Bloomington, Ind	1828	1828	Non-sect.	Rev. Lemuel Moss, D. D	4	113	76	183	.....	.....	.....
63	Wabash College	Crawfordsville, Ind	1833	1833	Presb	Rev. Joseph F. Tuttle, D. D	.....	116	.....	46	18	.....	.....
64	Concordia College	Fort Wayne, Ind	1850	1839	E. Luth	C. J. Otto Hanser, director	.....	.....	.....	.....	.....	.....	225
65	Fort Wayne College*	Fort Wayne, Ind	1846	1846	M. E	Rev. R. D. Robinson, D. D	.....	.....	.....	.....	.....	.....	95
66	Franklin College	Franklin, Ind	1844	1871	Baptist	Rev. W. T. Stott, A. M	.....	18	20	12	26	.....	.....
67	Indiana Asbury University	Greencastle, Ind	1837	1837	M. E	Rev. Alexander Martin, D. D	4	135	65	35	23	.....	.....
68	Hanover College	Hanover, Ind	1833	1827	Presb	Rev. George C. Heckman, D. D	.....	61	.....	.....	.....	.....	.....
69	Hartsville University	Hartsville, Ind	1851	1852	U. Breth.	Rev. William J. Pruner	.....	67	16	19	62	.....	.....
70	North Western Christian University	Irvington, Ind	1854	1855	Christian	Otis A. Burgess, A. M	2	60	10	50	20	.....	.....
71	Smithson College	Logansport, Ind	1871	1872	Univ	Rev. Robert N. John, (acting)	2	28	14	6	8	.....	.....
72	Union Christian College	Merom, Ind	1859	1859	Christian	Rev. Thomas C. Smith, A. M	3	54	39	5	11	.....	.....

*From Report of the Commissioner of Education for 1875. *a* Collegiate department was suspended in 1876, but will reopen in 1877. *b* As Rock Spring Seminary.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
73	Moore's Hill College	Moore's Hill, Ind	1854	1855	M. E	Rev. J. P. D. John, A. M	.....	60	25	.....	.....	.....
74	University of Notre Dame Du Lac*	Notre Dame, Ind	1844	1842	R. C	Rev. Patrick J. Colovin, C. S. C	20	200	.....	200	.....	.....
75	Earlham College	Richmond, Ind	1859	1859	Friends	Joseph Moore, A. M	4	40	45	25	20	.....
76	Ridgeville College	Ridgeville, Ind	1867	1867	F. W. B.	Rev. Samuel D. Bates, A. M	.....	49	41	1	5	.....
77	St. Meinrad's College	St. Meinrad, Ind	.....	1860	R. C	Rev. Isidore Hobi, O. S. B	1	16	.....	.....	.....	.....
78	Algona College	Algona, Iowa	1872	1871	M. E	Rev. William F. Barclay, A. M	.....	.....	.....	.....	.....	108
79	Amity College	College Springs, Iowa	1853	1857	Non-sect.	Rev. A. T. McDill, A. M	3	57	55	10	64	.....
80	Norwegian Luther College	Decorah, Iowa	0	1861	E. Luth	Rev. Laur Larsen	.....	100	0	.....	.....	.....
81	University of Des Moines*	Des Moines, Iowa	1866	1866	Baptist	Frederick Mott	.....	85	71	70	60	.....
82	Parsons College	Fairfield, Iowa	1875	1875	Presb	Rev. Alex. G. Wilson, A. M., senior professor.	.....	35	17	26	26	.....
83	Upper Iowa University	Fayette, Iowa	1857	1856	M. E	Rev. J. W. Bissell, A. M	2	100	75	15	24	.....
84	Iowa College	Grinnell, Iowa	1847	1848	Cong	Rev. George F. Magoun, D. D	.....	40	40	.....	.....	189
85	Humboldt College	Humboldt, Iowa	.....	1869	Non-sect.	Rev. S. H. Taft	.....	18	39	.....	.....	.....
86	Simpson Centenary College	Indianola, Iowa	1867	1867	M. E	Rev. Alexander Burns, D. D	.....	112	57	.....	.....	.....
87	Iowa State University	Iowa City, Iowa	1857	1860	Non-sect.	Rev. George Thacher	5	157	66	.....	.....	.....
88	German College	Mt. Pleasant, Iowa	1873	1873	M. E	Rev. Henry Schuriz	.....	16	2	1	17	.....
89	Iowa Wesleyan University	Mt. Pleasant, Iowa	1855	1855	Meth	Rev. W. J. Spaulding, Ph. D	2	26	14	11	15	.....
90	Cornell College	Mt. Vernon, Iowa	1857	1857	M. E	Rev. William F. King, D. D	9	269	161	.....	.....	.....
91	Oskaloosa College	Oskaloosa, Iowa	1856	1860	Christian	Samuel P. Lucy, A. M	.....	23	29	9	.....	.....
92	Penn College*	Oskaloosa, Iowa	1866	1873	Friends	John W. Woody, A. M	1	109	91	31	22	.....
93	Central University of Iowa	Pella, Iowa	1853	1853	Baptist	Rev. L. A. Dunn, D. D	4	78	64	65	.....	.....
94	Tabor College	Tabor, Iowa	1866	1866	Cong	Rev. William M. Brooks, A. M	5	84	36	20	18	.....
95	Western College	Western College, Iowa	1856	1857	U. Breth.	Rev. E. B. Kephart, A. M	4	132	87	7	15	.....
96	St. Benedict's College	Atchison, Kans	1868	1859	R. C	Rt. Rev. Innocent Wolf, O. S. B	.....	36	0	2	0	.....
97	Baker University	Baldwin City, Kans	1857	1857	M. E	Rev. J. Denison, D. D	.....	102	72	18	27	.....
98	Highland University	Highland, Kans	1858	.....	Presb	Rev. Robert Cruikshank, D. D	.....	47	45	.....	.....	.....
99	University of Kansas	Lawrence, Kans	1864	1865	Non-sect.	Rev. James Marvin, D. D	2	140	166	24	282	.....

100	Lane University	Lecompton, Kans	1862	1862	U. Breth.	N. B. Bartlett	.....	60	20	.....	.....
101	Ottawa University	Ottawa, Kans	1865	1862	Baptist	Robert Atkinson	.....	22	36	21	8
102	St. Mary's College	St. Mary's, Kans	1869	1869	R. C.	Rev. F. H. Stuntebeck, S. J	2	30	.....	.....	.....
103	Washburn College	Topeka, Kans	1865	1865	Cong.	Rev. Peter McVicar, M. A., D. D	1	28	5	23	10
104	St. Joseph's College	Bardstown, Ky	1824	1819	R. C.	Rev. E. M. Crane, (vice president)	.....	115	.....	8	.....
105	Berea College	Berea, Ky	1865	1858	Cong.	Rev. E. H. Fairchild	7	108	119	7	4
106	Warren College	Bowling Green, Ky	1868	1872	M. E. So.	B. P. Cabell, A. B	1	71	0	.....	.....
107	Cecilian College	Cecilian Junction, Ky	1867	1860	R. C.	H. A. Cecil	.....	80	.....	30	30
108	Centre College	Danville, Ky	1819	1823	Presb.	Ormond Beatty, LL. D	2	68	7	47	28
109	Eminence College	Eminence, Ky	1856	1857	Christian	W. S. Giltner	2	25	12	11	25
110	Kentucky Military Institute	Farmdale, Ky	1846	1845	Non-sect.	Col. R. D. Allen, M. A., C. E., M. D	1	10	.....	.....	.....
111	Georgetown College	Georgetown, Ky	1829	1830	Baptist	Rev. Basil Manly, jr., D. D., LL. D	1	23	0	10	13
112	Kentucky University	Lexington, Ky	1858	1859	.....	John B. Bowman, LL. D., (regent)	.....	.....	.....	.....	.....
113	Kentucky Wesleyan University*	Millersburg, Ky	1860	1866	M. E. So.	Rev. T. J. Todd, D. D	.....	.....	.....	.....	.....
114	Murray Male and Female Institute	Murray, Ky	1870	1871	Non-sect.	J. P. Brannock, A. M	2	63	51	7	9
115	Concord College	New Liberty, Ky	1868	1867	Baptist	James Rice	1	10	12	.....	22
116	Central University*	Richmond, Ky	1873	1874	Presb. S.	Rev. Robert L. Breek, D. D., (chancellor.)	.....	81	0	81	.....
117	Bethel College	Russellville, Ky	1856	1856	Baptist	Leslie Waggener, (chairman of faculty.)	1	15	.....	15	.....
118	St. Mary's College	St. Mary's, Ky	1837	1821	R. C.	Rev. David Fennessy, C. R	.....	.....	.....	.....	.....
119	Louisiana State University	Baton Rouge, La	1853	1860	Non sect.	David F. Boyd, (superintendent)	.....	20	.....	.....	.....
120	St. Charles College	Grand Coteau, La	1852	1837	R. C.	Rev. Robert Ollivier, S. J	1	10	.....	.....	.....
121	Centenary College of Louisiana	Jackson, La	1825	1825	M. E. So.	Rev. C. G. Andrews, A. M., D. D	1	49	.....	.....	.....
122	Leland University	New Orleans, La	1873	1871	Baptist	Rev. M. Stone, D. D	4	*a*105	*a*45	3	.....
123	New Orleans University*	New Orleans, La	1873	1874	M. E.	Rev. W. D. Godman, D. D	2	73	65	.....	.....
124	Jefferson College, (St. Mary's)	St. James, La	1861	1864	R. C.	Rev. J. B. Bigot, S. M	1	20	.....	12	.....
125	Bowdoin College	Brunswick, Me	1794	1891	Cong.	Joshua L. Chamberlain, LL. D	.....	.....	.....	.....	.....
126	Bates College	Lewiston, Me	1863	1863	F. W. B.	Rev. O. B. Cheney, D. D	.....	.....	.....	.....	.....
127	Colby University	Waterville, Me	1820	1818	Baptist	Rev. Henry E. Robins, D. D	.....	.....	.....	.....	.....
128	St. John's College	Annapolis, Md	1784	1789	Non-sect.	James M. Garnett, M. A., LL. D	2	54	.....	.....	.....
129	Johns Hopkins University	Baltimore, Md	1867	1876	Non-sect.	Daniel C. Gilman, A. M., LL. D	0	0	0	.....	.....
130	Loyola College	Baltimore, Md	1853	1852	R. C.	Rev. S. A. Kelly, S. J	.....	.....	.....	.....	.....
131	Washington College	Chestertown, Md	1782	1782	Non-sect.	William J. Rivers	.....	10	.....	.....	.....
132	Rock Hill College	Ellicott City, Md	1865	1857	R. C.	Rev. Brother Bettelin	8	97	.....	40	57
133	St. Charles College	Near Ellicott City, Md	1830	1848	R. C.	Rev. P. P. Denis, S. S	.....	.....	.....	.....	.....
134	Frederick College	Frederick, Md	1763	1797	Non-sect.	Thomas A. Gatch, A. M	.....	.....	.....	.....	.....
135	Western Maryland College	Westminster, Md	1868	1867	M. Prot.	Rev. J. T. Ward, D. D	2	26	9	21	14
136	Amherst College	Amherst, Mass	1825	1821	Cong.	Rev. Julius H. Seelye, D. D	.....	.....	.....	.....	.....
137	Boston College	Boston, Mass., (761 Harrison avenue.)	1863	1864	R. C.	Rev. Robert Fulton, S. J	6	150	.....	150	0
138	Boston University College of Liberal Arts.	Boston, Mass	1869	1873	M. E.	Rev. William F. Warren, S. T. D., LL. D.	.....	.....	.....	.....	.....
139	Harvard College	Cambridge, Mass	1650	1638	Non-sect.	Charles W. Eliot, LL. D	0	0	0	0	0
140	Tufts College	College Hill, Mass	1852	1856	Univ.	Elmer H. Capen	.....	.....	.....	.....	.....
141	Williams College	Williamstown, Mass	1793	1793	Cong.	Rev. P. A. Chadbourne, D. D., LL. D	.....	.....	.....	.....	.....
142	College of the Holy Cross	Worcester, Mass	1865	1843	R. C.	Rev. Joseph B. O'Hagan, S. J	4	50	.....	50	.....
143	Adrian College	Adrian, Mich	1859	1859	M. Prot.	Rev. George B. McElroy, A. M., D. D	2	84	79	.....	.....
144	Albion College	Albion, Mich	1861	1861	M. E.	Rev. C. B. Joeelyn, D. D *b*	7	62	52	20	30
145	University of Michigan	Ann Arbor, Mich	1836	1841	Non-sect.	James B. Angell, LL. D	0	0	0	0	0

* From Report of the Commissioner of Education for 1875.

a Includes students in regular scientific course.

b Since deceased.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
146	Battle Creek College	Battle Creek, Mich	1874	1874	S. D. Ad	U. Smith	3	140	67	14	91	.....
147	Grand Traverse College	Benzonia, Mich	1862	1863	Cong		2	19	17	5	.....	.....
148	Hillsdale College	Hillsdale, Mich	1855	1855	F.W.Bap	Rev. De Witt C. Durgin, D. D	.....	(354)		26	4	.....
149	Hope College	Holland City, Mich	1866	1863	Ref. D'ch	Rev. Philip Phelps, jr	.....	72	.....	53	.....	.....
150	Kalamazoo College	Kalamazoo, Mich	1855	1855	Baptist	Rev. Kendall Brooks, D. D	3	73	56	35	94	.....
151	Olivet College	Olivet, Mich	1859	1858	Co. & Pr	Rev. H. Q. Butterfield, D. D	.....	79	85	36	43	.....
152	Augsburg Seminary, Greek department	Minneapolis, Minn	1874	1869	Ev. Luth	Prof. Georg Sverdrup	2	45	.....	45	.....	.....
153	Hamline University *a*	Near Minneapolis, Minn	1854	1855	M. E	D. C. John	.....	.....	.....	.....	.....	.....
154	Macalester College *b*	Minneapolis, Minn	1874	1875	Presb	Rev. Edward D. Neill, A. B	.....	.....	.....	.....	.....	.....
155	University of Minnesota	Minneapolis, Minn	1868	1868	Non-sect	William W. Folwell, A. M	.....	103	44	24	*c*86	.....
156	Carleton College	Northfield, Minn	1866	1866	Cong	Rev. James W. Strong, D. D	1	145	75	84	.....	.....
157	St. John's College	St. Joseph, Minn	1857	1857	R. C	Rev. Alexius Edelbrock, O. S. B	.....	.....	.....	.....	.....	99
158	Mississippi College	Clinton, Miss	*d*1850	*d*1850	Baptist	Rev. W. S. Webb, A. M	2	90	0	17	25	.....
159	Shaw University	Holly Springs, Miss	1870	1870	Meth	W. W. Hooper	.....	56	44	6	3	.....
160	University of Mississippi	Oxford, Miss	1844	1848	Non-sect	Alex. P. Stewart, (chancellor)	2	46	.....	.....	.....	.....
161	Alcorn University	Rodney, Miss	1871	1871	Non-sect	Rev. Hiram H. Revels, D. D	2	54	.....	13	41	.....
162	Christian University*	Canton, Mo	1853	1855	Christian	Winthrop H. Hopson, A. M., M. D	1	19	11	11	19	.....
163	St. Vincent's College	Cape Girardeau, Mo	1843	1844	R. C	Rev. John W. Hickey, C. M	.....	125	.....	.....	.....	.....
164	University of the State of Missouri	Columbia, Mo	1839	1840	Non-sect	Samuel S. Laws, LL. D	.....	(153)		.....	.....	.....
165	Central College	Fayette, Mo	1855	1858	M. E. So	Rev. J. C. Wills, A. M., D. D	1	48	.....	25	20	.....
166	Westminster College*	Fulton, Mo	1853	1849	Pres. So	Rev. M. M. Fisher, D. D	.....	.....	.....	.....	.....	.....
167	Lewis College	Glasgow, Mo	1866	1866	M. E	Rev. James C. Hall, A. M	.....	25	35	.....	.....	.....
168	Pritchett School Institute	Glasgow, Mo	1868	1866	Non-sect	Richard T. Bond, A. M	2	28	52	20	25	.....
169	Lincoln College	Greenwood, Mo	1870	1870	Un. Pres	Rev. M. M. Brown, A. M	4	9	12	.....	.....	.....
170	Hannibal College *e*	Hannibal, Mo	1869	1869	M. E. So	Rev. Leo Baier, A. M	.....	.....	.....	.....	.....	.....
171	Thayer College*	Kidder, Mo	1863	1869	Cong	Rev. Oliver Brown, (senior professor)	.....	27	32	26	29	.....
172	La Grange College	La Grange, Mo	1859	1866	Baptist	J. F. Cook, LL. D	.....	(150)		70	80	.....

173	William Jewell College	Liberty, Mo	1849	1852	Baptist	Rev. W. R. Rothwell, D. D	2	50	.....	30	.....	.....
174	Baptist College	Louisiana, Mo	1869	1869	Baptist	Rev. J. T. Williams, A. M	1	10	10	4	16	.....
175	Christian Brothers' College	St. Louis, Mo	1855	1849	R. C	Brother James	8	85	.....	85	.....	.....
176	St. Louis University	St. Louis, Mo	1832	1829	R. C	Rev. L. Bushart, S. J	4	145	.....	122	.....	.....
177	Washington University	St. Louis, Mo	1853	1859	Non-sect	Rev. William G. Eliot, D. D	.....	.....	.....	.....	.....	.....
178	Drury College	Springfield, Mo	1873	1873	Cong	Rev. N. J. Morrison, D. D	7	82	72	38	.....	.....
179	Central Wesleyan College	Warrenton, Mo	1865	1864	M. E	Rev. Hermann A. Koch, D. D	2	65	34	.....	.....	.....
180	Doane College	Crete, Nebr	1872	1873	Cong	Prof. D. B. Perry, (acting)	.....	30	21	6	12	.....
181	University of Nebraska	Lincoln, Nebr	1871	1871	Non-sect	Rev. E. B. Fairfield, D. D., LL. D	.....	99	100	100	70	.....
182	State University of Nevada*	Elko, Nev	.....	1874	.....	D. R. Sessions	1	15	16	.....	.....	.....
183	Dartmouth College	Hanover, N. H	1769	1770	Non-sect	Rev. Asa D. Smith, D. D., LL. D.f	.....	.....	.....	.....	.....	.....
184	St. Benedict's College	Newark, N. J., (522 High st.)	.....	1868	R. C	Rev. P. Mellitus, O. S. B	.....	18	.....	7	11	.....
185	Rutgers College	New Brunswick, N. J	1770	1771	Reform'd	Rev. Wm. H. Campbell, D. D., LL. D	0	0	0	0	0	.....
186	College of New Jersey	Princeton, N. J	1746	1747	Presb	Rev. James McCosh, D. D., LL. D	.....	.....	.....	.....	.....	.....
187	Seton Hall College	South Orange, N. J	1861	1856	R. C	Rt. Rev. M. A. Corrigan, D. D	.....	.....	.....	.....	.....	.....
188	Alfred University*	Alfred, N. Y	1857	1857	S. D. Bap	Rev. Jonathan Allen	4	176	156	50	40	.....
189	St. Bonaventure's College	Allegany, N. Y	1875	1859	R. C	Very Rev. Charles Da Nazzano, O. S. F	15	106	.....	21	16	.....
190	St. Stephen's College	Annandale, N. Y	1860	1860	P. E	Rev. R. B. Fairbairn, D. D., LL. D	.....	17	.....	17	0	.....
191	Wells College	Aurora, N. Y	1868	1868	Presb	Edward S. Frisbee, A. M	.....	.....	26	5	9	.....
192	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Non-sect	David H. Cochran, Ph. D., LL. D	(g)	(g)	.....	(g)	(g)	.....
193	St. Francis College	Brooklyn, N. Y	0	1871	R. C	Brother Jerome	.....	75	0	.....	.....	.....
194	St. John's College	Brooklyn, N. Y	.....	1870	R. C	Rev. P. M. O'Regan, C. M	.....	140	.....	.....	.....	.....
195	Canisius College	Buffalo, N. Y	.....	1870	R. C	T. Lessmann	.....	9	.....	4	5	.....
196	St. Joseph's College	Buffalo, N. Y	.....	1861	R. C	Brother Joachim	6	198	.....	45	.....	.....
197	St. Lawrence University	Canton, N. Y	1856	1866	Univ	Rev. A. G. Gaines, D. D	0	0	0	0	0	.....
198	Hamilton College	Clinton, N. Y	1812	1812	Presb	Rev. Samuel G. Brown, D. D., LL. D	.....	.....	.....	.....	.....	.....
199	St. John's College	Fordham, N. Y., (New York City.)	1846	1841	R. C	Rev. F. W. Gockeln, S. J	7	74	.....	60	14	.....
200	Hobart College	Geneva, N. Y	1822	1825	P. E	Rev. R. G. Hinsdale, S. T. D	.....	.....	.....	.....	.....	.....
201	Madison University	Hamilton, N. Y	1846	1834	Baptist	Rev. Ebenezer Dodge, D. D., LL. D	7	105	0	65	30	.....
202	Cornell University h	Ithaca, N. Y	1865	1868	Non-sect	Andrew D. White, LL. D	0	0	0	0	0	.....
203	Ingham University	Le Roy, N. Y	1857	1857	Presb	Mrs. E. E. Ingham Staunton, A. E., (vice chancellor)	2	0	57	45	.....	.....
204	College of the City of New York	New York, N. Y	1866	1847	Non-sect	Alex. S. Webb, LL. D	6	512	.....	161	113	.....
205	College of St. Francis Xavier	New York, N. Y., (49 West 15th st.)	1861	1847	R. C	Rev. Henry Hudon, S. J	11	220	.....	220	.....	.....
206	Columbia College	New York, N. Y	1754	1754	Non-sect.	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0	.....
207	Manhattan College	New York, N. Y., (Grand Boulevard and 132d st.)	1863	1863	R. C	Rev. Brother Anthony	.....	582	0	290	.....	.....
208	Rutgers Female College	New York, N. Y., (487–491 5th av.,)	1867	1838	Non-sect	Rev. Thomas D. Anderson, D. D	1	0	25	.....	.....	.....
209	University of the City of New York	New York, N. Y	1830	1830	Non-sect.	Howard Crosby, D. D., LL. D., (chancellor.)	.....	.....	.....	.....	.....	.....
210	Vassar College	Poughkeepsie, N. Y	1861	1864	Non-sect	John H. Raymond, LL. D	12	0	166	.....	.....	.....
211	University of Rochester	Rochester, N. Y	1850	1850	Baptist	Martin B. Anderson, LL. D	0	0	0	0	0	.....

* From Report of the Commissioner of Education for 1875.

a Temporarily suspended in consequence of change of location.

b Suspended until new buildings are completed.

c Under scientific are included all the non-classical students.

d As a Baptist college.

e Buildings sold under deed of trust and college to be transferred to another location.

f Resigned and succeeded by Rev. Samuel C. Bartlett, D. D.

g See Table VI. Part 1.

h These statistics are for the courses of arts, philosophy, literature, and science, and optional courses; for statistics of agricultural and other courses, see Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
212	Union College	Schenectady, N. Y	1795	1795	Non-sect.	Rev. E. Nott Potter, D. D	.....	.....	.....	.....	.....	.....
213	Syracuse University	Syracuse, N. Y	1870	1872	M. E	Rev. E. O. Haven, D. D., LL. D	.....	.....	.....	.....	.....	.....
214	University of North Carolina	Chapel Hill, N. C	1789	1795	Non-sect.	Hon. Kemp P. Battle	0	0	0	0	0	.....
215	Davidson College	Davidson College, N. C	1837	1837	Presb	Prof. J. R. Blake, A. M., (chairman of faculty.)	.....	78	.....	.....	.....	.....
216	Rutherford College*	Happy Home, N. C	1869	1870	Non-sect.	Rev. R. S. Abernethy, A. M	.....	174	69	108	120	.....
217	North Carolina College	Mt. Pleasant, N. C	1859	1859	Luth	Rev. John B. Davis, D. D	.....	90	.....	.....	.....	.....
218	Trinity College	Trinity, N. C	1852	1852	M. E. So	Rev. B. Craven, D. D., LL. D	.....	65	.....	40	25	.....
219	Wake Forest College	Wake Forest, N. C	1835	1835	Baptist	Rev. W. M. Wingate, D. D	.....	45	0	30	15	.....
220	Weaverville College	Weaverville, N. C	1873	1874	Non-sect	Rev. James S. Kennedy, A. M., D. D	3	88	35	26	60	.....
221	Wilson College	Wilson, N. C	1872	1872	Non-sect.	Sylvester Hassell, A. M	4	84	56	26	18	.....
222	Ohio University	Athens, Ohio	1804	1822	Non-sect.	Rev. William H. Scott, A. M	2	39	9	.....	.....	.....
223	Baldwin University	Berea, Ohio	1856	1856	M. E	Aaron Schuyler, LL. D	.....	53	46	16	83	.....
224	German Wallace College	Berea, Ohio	1864	1864	M. E	Rev. William Nast, D. D	.....	43	4	7	10	.....
225	Hebrew Union College	Cincinnati, Ohio	1874	1875	Jewish	Isaac M. Wise	.....	22	1	.....	.....	.....
226	St. Xavier College	Cincinnati, Ohio	1842	1831	R. C	Rev. Edward A. Higgins, S. J	8	118	.....	.....	.....	.....
227	University of Cincinnati	Cincinnati, Ohio	1870	1873	Non-sect.	T. B. Disney, secretary	.....	.....	.....	.....	.....	.....
228	Farmers' College of Hamilton County	College Hill, Ohio	1852	1852	Non-sect.	J. S. Lowe	1	15	16	18	13	.....
229	Ohio Wesleyan University	Delaware, Ohio	1842	1844	M. E	Rev. Charles H. Payne, D. D., LL. D	2	335	0	78	18	.....
230	Kenyon College	Gambier, Ohio	1824	1825	P. E	Rev. E. C. Benson, A. M., (acting)	2	15	0	15	0	.....
231	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. E. Benj. Andrews, A. M	3	70	.....	50	5	.....
232	Hiram College	Hiram, Ohio	1867	1867	Disciples	B. A. Hinsdale, A. M	.....	91	70	9	6	.....
233	Western Reserve College	Hudson, Ohio	1826	1826	Non-sect.	Rev. Carroll Cutler, D. D	2	27	13	40	.....	.....
234	Ohio Central College*	Iberia, Ohio	1853	1854	U. Presb	Rev. William Maclarren, D. D	.....	.....	.....	.....	.....	.....
235	Marietta College	Marietta, Ohio	1835	1835	Non-sect.	Rev. I. W. Andrews, D. D., LL. D	2	95	0	75	.....	.....
236	Mt. Union College	Mt. Union, Ohio	1858	1846	Non-sect.	O. N. Hartshorn, LL. D	.....	(64)		.....	.....	.....
237	Franklin College	New Athens, Ohio	1825	1825	Non-sect.	Rev. George C. Vincent, D. D	.....	.....	.....	.....	.....	.....
238	Muskingum College	New Concord, Ohio	1837	1837	Non-sect.	Rev. David Paul, D. D	.....	25	12	15	22	.....

239	Oberlin College	Oberlin, Ohio	1834	1833	Cong...	Rev. James H. Fairchild, D. D	*a*7	372	195	235	*b*332	
240	McCorkle College	Sago, Ohio	1873	1873	P. (asso.)	Rev. William Ballantine, A. M	1	10	5	3	12	
241	One Study University*	Scio, Ohio	1866	1859	M. E	A. D. Lee, A. M	....	24	13	....	....	
242	Miami Valley College	Springboro', Ohio	1874	1871	Friends	A. Wright, M. D	....	56	27	....	....	
243	Wittenberg College	Springfield, Ohio	1844	1845	Ev. Luth	Rev. J. B. Helwig, D. D	2	50	5	25	....	
244	Heidelberg College	Tiffin, Ohio	1850	1850	Reform'd	Rev. George W. Williard, D. D	....	60	14	20	21	
245	Urbana University	Urbana, Ohio	1850	1851	New Ch	Rev. Frank Sewall, A. M	1	17	....	8	9	
246	Otterbein University	Westerville, Ohio	1849	1849	U. Breth.	Rev. H. A. Thompson, D. D	....	92	43	25	110	
247	Geneva College	West Geneva, Ohio	1853	1949	Ref. Pres	Rev. H. H. George, D. D	....	17	14	16	15	
248	Willoughby College	Willoughby, Ohio	1858	1858	Meth...	W. W. Gist	....	....	....	....	....	92
249	Wilmington College	Wilmington, Ohio	1875	1870	Friends	Benjamin Trueblood, A. B	1	34	37	....	....	....
250	University of Wooster	Wooster, Ohio	1866	1870	Presb ...	Rev. A. A. E. Taylor, D. D	3	89	26	74	41	....
251	Wilberforce University	Xenia, Ohio	1863	1863	Af. M. E.	Rev. Benjamin F. Lee, B. D	5	65	18	35	14	....
252	Xenia College	Xenia, Ohio	1850	1850	M. E ...	William Smith, A. M	2	27	22	....	....	105
253	Antioch College	Yellow Springs, Ohio	1852	1853	Non-sect.	John B. Weston, A. M., (acting)	3	38	15	25	....	*c*61
254	Corvallis College*	Corvallis, Oreg	1868	1868	M. E. So	B. L. Arnold	1	30	20	....	....	....
255	University of Oregon	Eugene City, Oreg	1876	1876	Non-sect.	John W. Johnson	2	33	42	22	....	....
256	Pacific University and Tualatin Acad*..	Forest Grove, Oreg	1854	1854	.....	Rev. S. H. Marsh, D. D	2	28	9	16	21	....
257	McMinnville College	McMinnville, Oreg	1858	1859	Baptist..	J. E. Magers	....	....	....	....	....	....
258	Christian College	Monmouth, Oreg	1865	1866	Christian	T. F. Campbell, A. M	2	42	39	21	60	....
259	Philomath College	Philomath, Oreg	1867	1863	U. Breth.	Wayne S. Walker	2	36	28	3	16	....
260	Muhlenberg College *	Allentown, Pa	1867	1867	Luth ...	Rev. F. A. Muhlenberg, D. D	2	30	0	30	....	....
261	Lebanon Valley College	Annville, Pa	1867	1866	U. Breth	Rev. David D. De Long, A. M	2	86	30	35	42	....
262	Dickinson College	Carlisle, Pa	1783	1783	M. E ...	Rev. James A. McCauley, D. D	....	....	....	....	....	....
263	Pennsylvania Military Academy	Chester, Pa	1862	1862	Non-sect	Col. Theodore Hyatt, M. A	4	115	.....	4	20	....
264	Lincoln University*	Chester County, Pa	1854	1853	Presb ...	Rev. Isaac N. Rendall, D. D	....	61	....	....	....	....
265	Lafayette College	Easton, Pa	1826	1831	Presb ...	Rev. William C. Cattell, D. D	....	....	....	....	....	....
266	Ursinus College	Freeland, Pa., (College-ville P. O.)	1869	1870	Ref. Ger	Rev. J. H. A. Bomberger, D. D	3	66	0	24	15	....
267	Pennsylvania College	Gettysburg, Pa	1832	1832	Luth ...	Rev. M. Valentine, D. D	2	47	....	....	....	....
268	Thiel College	Greenville, Pa	1870	1870	Ev. Luth	Rev. H. Warren Roth, A. M	3	42	7	23	....	....
269	Haverford College	Haverford, Pa	1833	1830	Friends	Thomas Chase, A. M	....	....	....	....	....	....
270	Monongahela College	Jefferson, Pa	1867	1868	Baptist..	Rev. H. K. Craig	....	41	24	....	....	....
271	Franklin and Marshall College	Lancaster, Pa	1853	1853	Reform'd	William M. Nevin, A. M., (pro tem)	2	43	0	40	3	....
272	St. Vincent's College	Near Latrobe, Pa	1870	1846	R. C.....	Rev. Hilary Pfraengle, O. S. B	....	60	....	....	....	....
273	University at Lewisburg	Lewisburg, Pa	1846	1847	Baptist..	Rev. J. R. Loomis, LL. D	1	51	....	20	31	....
274	St. Francis' College	Loretto, Pa	1844	1849	R. C.....	Rev. D. J. Devlin	....	83	....	23	60	....
275	Allegheny College	Meadville, Pa	1817	1817	M. E ...	Rev. Lucius H. Bugbee, D. D	2	50	5	....	....	....
276	Mercersburg College	Mercersburg	1865	1865	Reform'd	Rev. E. E. Higbee, D. D	5	25	0	20	....	....
277	Palatinate College	Myerstown, Pa	1868	1868	Reform'd	Rev. G. W. Aughinbaugh, D. D	....	(165)		20	....	....
278	New Castle College	New Castle, Pa	1875	1872	Non-sect.	John R. Steeves, A. B	2	(235)		40	....	....
279	Westminster College	New Wilmington	1852	1852	U. Presb.	Rev. E. T. Jeffers, D. D	1	39	4	43	....	....
280	La Salle College*	Philadelphia, Pa	1863	1867	R. C	Brother Joachim	4	250	.....	170	80	....
281	St. Joseph's College	Philadelphia, Pa	1852	1851	R. C	Rev. Burchard Villiger, S. J	2	100	.....	50	50	....
282	University of Pennsylvania	Philadelphia, Pa	1755	1748	Non-sect.	C. J. Stillé, LL. D., (provost)	....	....	....	....	....	....
283	Western University of Pennsylvania ..	Pittsburg, Pa	1819	1822	Non-sect	George Woods, LL. D., (chancellor) ..	4	130	.....	60	70	....
284	The Lehigh University	South Bethlehem, Pa	186	1865	P. E ..	Rev. John M. Leavitt, D. D	....	....	....	....	....	....
285	Swarthmore College	Swarthmore, Pa	1864	1869	Friends	Edward H. Magill, A. M	7	101	41	79	63	....
286	Augustinian College of St. Thomas of Villanova.	Villanova, Pa	1848	1842	R. C	Rev. T. C. Middleton, D. D., O. S. A	....	....	....	....	....	....

*From Report of the Commissioner of Education for 1875. *a* Assisted by about thirty members of the Theological Seminary and the college. *b* For literary course. *c* Normal students.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
287	Washington and Jefferson College	Washington, Pa.	1802	1802	Presb ...	Rev. George P. Hays, D. D	.....	23	.....	16	7	.....
288	Waynesburg College	Waynesburg, Pa	1850	1850	Cumb. P	Rev. A. B. Miller, D. D	.....	60	50	70	40	.....
289	Brown University	Providence, R. I.	1764	1765	Baptist..	Rev. E. G. Robinson, D. D., LL. D	.....	.....	.....	.....	.....	.....
290	College of Charleston	Charleston, S. C.	1785	1789	Non-sect.	N. Russell Middleton	.....	.....	.....	.....	.....	.....
291	University of South Carolina	Columbia, S. C	1801	1805	Non-sect	Rev. A. W. Cummings, A. M., D. D	2	95	.....	30	65	.....
292	Erskine College	Due West, S. C	1841	1839	Ass. R. P.	Rev. W. M. Grier, D. D	.....	14	.....	9	5	.....
293	Furman University	Greenville, S. C	1850	1851	Baptist..	Rev. James C. Furman, D. D	.....	.....	.....	.....	.....	.....
294	Wofford College	Spartanburg, S. C	1851	1854	M. E. So	James H. Carlisle, A. M., LL. D	1	36	.....	30	6	.....
295	Newberry College	Walhalla, S. C	1858	1858	Ev. Luth	Rev. J. P. Smeltzer, D. D	1	66	.....	25	10	.....
296	East Tennessee Wesleyan University	Athens, Tenn	1867	1867	M. Epis	Rev. John F. Spence, A. M	.....	130	40	51	70	.....
297	Beech Grove College	Beech Grove, Tenn	1869	1868	Non-sect.	J. M. Carlisle, jr., A. B	2	78	58	.....	.....	.....
298	Bradyville College *a*	Bradyville, Tenn	1876	1871	.....	John D. Ewell, A. B	.....	.....	.....	.....	.....	.....
299	King College	Bristol, Tenn	1868	1868	Presb ...	Rev. J. D. Tadlock	1	74	.....	.....	.....	.....
300	South Western Presbyterian University	Clarksville, Tenn	1875	1875	Presb. S	Rev. J. B. Shearer, D. D	.....	66	.....	50	16	.....
301	Neophogen Male and Female College	Gallatin, Tenn	1873	1873	Non-sect	John M. Walton, LL. D	.....	130	80	.....	.....	.....
302	Hiwassee College	Hiwassee College, Tenn	1850	1849	M. E So	Rev. J. H. Brunner, A. M	.....	.....	0	.....	.....	.....
303	Greeneville and Tusculum College	Home, Tenn	1794	1794	Non-sect	Rev. W. S. Doak, A. M	4	(104)		40	64	.....
304	Southwestern Baptist University	Jackson, Tenn	1874	1874	Baptist..	George W. Jarman, A. M	3	147	.....	69	42	.....
305	East Tennessee University	Knoxville, Tenn	1807	1808	Non-sect.	Rev. Thomas W. Humes, S. T. D	.....	.....	.....	.....	.....	.....
306	Cumberland University	Lebanon, Tenn	1842	1842	Cumb. P.	Nathan Green, A. M., LL. B., (chancellor.)	3	51	45	.....	.....	.....
307	Bethel College	McKenzie, Tenn	1847	1847	Cumb. P.	Rev. W. W. Hendrix	.....	18	17	.....	.....	.....
308	McKenzie College	McKenzie, Tenn	1871	1868	Non-sect.	E. H. Randle, A. M	(*b*)	(*b*)	(*b*)	.....	.....	.....
309	Manchester College	Manchester, Tenn	1856	1865	Non-sect	I. N. Jones	2	15	12	2	14	.....
310	Maryville College	Maryville, Tenn	1842	1819	Presb ...	Rev. P. M. Bartlett, D. D	.....	66	38	42	62	.....
311	Christian Brothers' College	Memphis, Tenn., (282 Adams st.)	1872	1871	R. C.	Brother Maurelian	.....	80	0	.....	.....	.....

312	Mosheim Male and Female Institute	Mosheim, Tenn	1871	1869	Luther'n	Rev. James M. Wagner, A. M	1	45	15	10	25	
313	Mossy Creek Baptist College	Mossy Creek, Tenn	1853	1850	Baptist.	Rev. N. B. Goforth, D. D	1	124				
314	Central Tennessee College	Nashville, Tenn	1866	1866	M. E	Rev. John Braden, D. D	4	(115)		39		
315	Fisk University	Nashville, Tenn	1867	1867	Non-sect.	Rev. E. M. Cravath, M. A	8	21	17	38	0	
316	Vanderbilt University	Nashville, Tenn	1873	1875	M. E. So	L. C. Garland, LL. D., (chancellor)						
317	University of the South	Sewanee, Tenn	1857	1868	P. E	Gen. J. Gorgas, (vice chancellor)	4	65				
318	Woodbury College	Woodbury, Tenn	1859	1:60	Non-sect.	A. P. Seitz		39	33			
319	Texas Military Institute	Austin, Tex		1868	Non-sect.	Col. John G. James, (superintendent)						
320	St. Joseph's College	Brownsville, Tex		1865	R. C	Rev. P. F. Parisot, O. M. T	5	70		5	3	
321	University of St. Mary*	Galveston, Tex	1856	1855	R. C	Rev. Joseph C. Carrier, C. S. C	3	65				
322	Southwestern University	Georgetown, Tex	1875	1840	M. E. So	Rev. F. A. Mood, A. M., D. D	1	21		14		
323	Henderson Male and Female College	Henderson, Tex	1870	1873	Non-sect.	Oscar H. Cooper	1	60	50			
324	Baylor University	Independence, Tex	1845	1846	Baptist.	Rev. Wm. Carey Crane, D. D., LL. D	1	40		15	25	
325	Salado College	Salado, Tex	1859	1860	Non-sect	O. H. McOmber, M. A	3	85	55			
326	Trinity University	Tehuacana, Tex	1870	1870	Cumb. P	Rev. W. E. Beeson, D. D		190	103			
327	Waco University	Waco, Tex	1861	1861	Baptist.	Rev. Rufus C. Burleson, D. D	3	104	96	38	20	
328	University of Vermont and State Agricultural College.	Burlington, Vt	1791 1865	1800 1865	Non-sect.	Matthew H. Buckham, A. M						
329	Middlebury College	Middlebury, Vt	1800	1800	Cong	Rev. Calvin B. Hulbert, D. D						
330	Norwich University	Northfield, Vt	1834	1834	P. E	Rev. Josiah Swett, D. D						
331	Randolph Macon College	Ashland, Va	1830	1834	M. E. So	Rev. James A. Duncan, A. M., D. D						
332	Emory and Henry College*	Emory, Va	1839	1837	M. E. So	Rev. E. E. Wiley, D. D		87				
333	Hampden Sidney College	Hampden Sidney, Va	1783	1775	Presb	Rev. J. M. P. Atkinson, D. D						
334	Washington and Lee University	Lexington, Va	1782	1749	Non-sect.	Gen. G. W. C. Lee	0	0	0	0	0	
335	Richmond College	Richmond, Va	1844	1846	Baptist.	B. Puryear, A. M., (chairman of faculty.)						
336	Roanoke College	Salem, Va	1853	1853	Luther'n	Rev. D. F. Bittle, D. D *c*	2	47		36	11	
337	University of Virginia	University of Virginia, Va	1819	1825	Non-sect.	James F. Harrison, M. D., (chairman of faculty.)						
338	College of William and Mary	Williamsburg, Va	1693	1660	Non-sect	Benj. S. Ewell, LL. D	1	28		8		
339	Bethany College	Bethany, W. Va	1840	1841	Christian	W. K. Pendleton, LL. D	0	0	0	0	0	
340	West Virginia College	Flemington, W. Va	1868	1868	F. W. Bap	Rev. William Colegrove, A. M	2	28	3	9	0	
341	West Virginia University	Morgantown, W. Va	1867	1867	Non-sect.	Rev. J. W. Scott, D. D., LL. D., (acting)	3	25	0	9	16	
342	Lawrence University	Appleton, Wis	1847	1853	M. E	Rev. George M. Steele, D. D	5	34	31	8	57	
343	Beloit College	Beloit, Wis	1846	1847	Co. & Pr	Rev. Aaron L. Chapin, D. D	2	110		83	25	
344	Galesville University	Galesville, Wis	1854	1859	M. E	Rev. Harrison Gilliland, A. M., D. D			(65)			25
345	University of Wisconsin	Madison, Wis	1848	1849	Non-sect.	John Bascom, D. D., LL. D		58	14	51	20	
346	Milton College	Milton, Wis	1867	1867	S. D. Bap	Rev. W. C. Whitford, A. M	4	108	65	40	50	
347	St. John's College	Prairie du Chien, Wis	1873	1871	R. C	Brother William		80		20	10	
348	Racine College	Racine, Wis	1852	1852	P. E	Rev. James De Koven, D. D	10	126		93	33	
349	Ripon College	Ripon, Wis	1855	1863	Co. & Pr.	Rev. Edward H. Merrell, A. M	6	42	20	12	48	
350	Pio Nono College and Teachers' Seminary*	St. Francis Station, Wis		1871	R. C	Rev. Th. Brunner		104				
351	Northwestern University	Watertown, Wis	1864	1865	Luther'n	Rev. Augustus F. Ernst, A. M	1	162	22	61	123	
352	Georgetown College	Georgetown, D. C	1815	1789	R. C	Rev. P. F. Healy, S. J	7	114				
353	Columbian University	Washington, D. C	1821	1821	Baptist.	James C. Welling, LL. D	6	89				
354	Howard University	Washington, D. C	1867	1867	Non-sect	Rev. F. W. Fairfield, A. M., (acting)	2	25		25		
355	National Deaf Mute College	Washington, D. C	1864	1864	Non-sect	Edward M. Gallaudet, Ph. D., LL. D		26	0	12	14	
356	University of Deseret	Salt Lake City, Utah	1850	1850	Non-sect	John R. Park, M. D		178	142			

* From Report of the Commissioner of Education for 1875. *a* Not yet fully organized. *b* See Table VI, Part 3. *c* Deceased.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
1	Southern University	7	7	0	0	79	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4–6	39
2	Howard College	4	4	0	0	77	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
3	Spring Hill College*	20	20	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	0	0	6	43
4	University of Alabama	10	10	0	0	160	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	0	0	(a)	36
5	Arkansas College	3	.....	.....	b1	75	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	..	.....	3	40
6	Cane Hill College	5	.....	.....	.....	10	....	....	....	....	3	2	2	3	....	....	....	....	....	....	....	....	..	..	.....	4	40
7	Judson University	9	8	1	.....	17	8	....	....	....	....	....	....	....	6	3	....	....	....	....	....	....	0	2	4	4	36
8	St. John's College of Arkansas	3	.....	.....	0	2	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	....	..	..	.....	4	39
9	Missionary College of St. Augustine*	12	10	2	.....	62	23	....	18	....	15	....	6	....	....	....	....	....	....	....	....	....	0	0	0	4	40
10	Pierce Christian College	4	4	.....	.....	17	6	3	4	....	2	2	....	....	....	....	....	....	....	....	....	....	0	0	0	4	34
11	University of California	31	29	2	0	c177	36	15	46	9	18	4	11	1	(d)	....	(d)	....	(d)	....	(d)	....	3	0	0	4	37
12	St. Ignatius College	25	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	.....	....	....
13	St. Mary's College	26	7	3	0	103	21	0	6	0	10	0	12	0	....	....	....	....	....	....	....	....	12	..	.....	4	43
14	Santa Clara College	22	.....	.....	.....	180	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	.....	7	42
15	University of the Pacific	5	5	.....	.....	59	3	1	5	1	6	1	6	0	6	5	4	3	6	4	2	6	..	..	.....	4	40
16	Pacific Methodist College	5	10	.....	.....	63	4	3	....	1	3	3	5	2	....	12	3	....	4	12	5	6	1	..	.....	4	40
17	College of Our Lady of Guadalupe	3	3	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	.....	....	46
18	California College	5	7	0	1	20	1	....	....	....	2	....	1	....	5	3	4	1	....	2	....	1	3	0	0	4	40
19	Washington College	10	10	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	18	..	.....	4	40
20	Hesperian College	8	8	.....	.....	150	18	10	25	6	7	12	1	....	9	21	7	12	6	13	1	2	2	..	.....	5	36
21	Colorado College	....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	.....	....	....
22	Trinity College	15	9	6	4	e101	34	....	20	....	15	....	19	....	2	....	....	....	3	....	....	....	..	..	48	4	38
23	Wesleyan University	16	14	.....	b7	e184	45	1	56	1	37	1	29	2	4	....	3	....	....	....	....	....	..	..	.....	4	38
24	Yale College	26	26	0	8	e571	154	....	160	....	137	....	118	....	....	....	....	....	....	....	....	....	67	2	24	4	37
25	Delaware College*	6	6	1	0	40	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	0	30	4	40
26	University of Georgia	13	13	.....	1	d110	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	75	(a)	43½
27	Atlanta University	5	5	0	0	13	4	0	3	0	3	0	3	0	....	....	....	....	....	....	....	....	0	0	0	4	40
28	Bowdon College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	..	..	....	....	....

29	Gainesville Male and Female College..	7	7	0	0	73	....	....	18	7	7	4	....	1	..	..	14	5	6	9	1	1	0	0	0	4	40
30	Mercer University	6	6	0	....	127	23	0	31	0	47	0	26	0	..	..	....	....	....	....	....	....	....	....	.....	4	.....
31	Pio Nono College	11	.....	.....	.....	57	6	....	4	..	..	..	3	....	15	..	25	....	..	....	4	..	....	....	.....	6	40
32	Emory College	8	7	1	....	108	28	....	31	..	31	....	18	....	..	..	....	....	....	....	....	....	....	....	.....	4	40
33	Abingdon College	7	.....	.....	2	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	....	....	....	....	.....	4	39
34	Hedding College	10	10	0	0	43	4	1	2	1	1	1	2	1	1	..	....	....	....	12	8	5	4	0	0	0	4	39
35	Illinois Wesleyan University	10	10	....	3	180	30	10	20	10	20	10	15	5	10	10	10	5	10	5	5	5	23	....	.....	4	40
36	St. Viateur's College	15	15	.....	.....	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	....	....	....	....	.....	5	43
37	Blackburn University	7	7	0	0	58	....	....	....	....	1	....	2	14	9	8	6	2	8	4	4	0	0	0	4	40
38	Carthage College	8	8	0	1	76	5	4	10	3	3	3	3	4	5	6	3	....	1	4	6	16	4	0	5	4	35
39	St. Ignatius College	14	8	0	....	59	20	0	17	0	15	0	7	0	....	....	....	....	....	....	....	....	7	....	.....	4	40
40	University of Chicago	14	14	0	....	e94	17	3	18	..	10	1	12	1	8	2	7	....	2	0	3	0	....	0	48	4	39
41	Rock River University	15	9	6	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
42	Eureka College	9	9	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
43	Northwestern University	10	10	0	0	e183	19	3	21	1	15	1	16	0	24	12	5	8	6	3	12	3	..	0	0	4	37
44	Ewing College	6	6	0	....	19	7	....	4	....	....	....	....	....	8	....	....	....	....	....	....	....	....	....	.....	4	41
45	Knox College	12	12	0	1	47	11	2	5	0	7	1	4	2	6	1	....	....	1	....	2	5	....	....	.....	4	39
46	Lombard University	5	5	0	4	27	2	0	2	0	2	0	2	2	4	2	3	3	0	1	0	4	....	....	.....	4	40
47	Illinois Agricultural College	4	.....	.....	.....	41	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	39
48	Illinois College	7	7	0	4	69	10	....	15	..	4	....	3	....	22	..	10	....	4	....	1	....	0	0	10	4	36
49	Swedish-American Ansgari College	4	4	0	0	4	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	36
50	Lake Forest University	7	.....	.....	....	e14	8	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
51	McKendree College	7	6	1	....	129	8	3	16	1	9	4	7	....	17	14	13	9	16	3	7	2	....	....	.....	4	40
52	Lincoln University	10	10	....	....	62	21	8	14	5	3	4	4	3	..	..	....	....	....	....	....	....	....	....	.....	4	....
53	Evangelisch-Lutherisches Collegium*	4	4	2	....	26	9	....	3	....	12	....	2	....	..	..	....	....	....	....	....	....	....	....	.....	4	40
54	Monmouth College	8	8	0	....	135	17	2	21	5	15	2	28	2	6	16	..	..	..	3	5	13	....	....	.....	4	39
55	Northwestern College	6	.....	.....	.....	37	4	....	5	..	3	....	4	....	8	3	6	2	2	..	..	..	....	....	.....	4	39
56	Augustana College	8	8	....	....	42	13	....	16	..	5	....	8	....	..	..	....	....	....	....	....	....	0	0	0	4	40
57	St. Joseph's College	8	6	2	....	58	11	....	17	..	8	....	10	....	8	....	4	..	....	....	....	....	....	....	.....	4	42
58	Shurtleff College	6	6	....	2	50	11	1	5	1	7	..	10	3	1	7	1	2	....	....	....	1	....	....	10	4	40
59	Westfield College	5	8	0	0	39	7	1	3	..	2	....	....	....	6	4	4	3	3	4	1	1	1	0	0	4	40
60	Wheaton College	13	11	2	f3	38	7	6	6	4	4	5	3	3	....	....	....	....	....	....	....	....	....	....	.....	4	39
61	Bedford College	5	5	0	....	63	13	6	5	6	3	3	2	....	4	7	6	5	1	1	..	1	..	....	.....	4	36
62	Indiana University	11	9	2	.....	134	50	7	20	6	15	7	18	....	2	2	2	2	2	1	..	..	....	....	.....	4	37
63	Wabash College	12	.....	.....	.....	104	32	....	24	..	22	..	26	....	..	..	....	....	....	....	....	....	....	....	.....	4	40
64	Concordia College	7	7	1	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	40
65	Fort Wayne College*	8	8	0	0	17	3	2	..	....	2	2	....	....	2	1	....	....	2	3	....	....	..	0	0	5	40
66	Franklin College	4	4	0	.....	15	3	....	4	....	3	....	5	....	....	....	....	....	....	....	....	....	....	....	.....	4	37
67	Indiana Asbury University	13	12	1	.....	e361	40	10	30	10	30	20	13	4	20	9	15	7	15	8	6	2	3	....	.....	4	42
68	Hanover College	11	.....	.....	.....	74	31	....	17	..	14	..	12	....	....	....	....	....	....	....	....	....	....	....	.....	4	37
69	Hartsville University	6	.....	.....	1	56	....	....	2	....	....	....	1	1	27	10	10	1	1	1	1	1	..	..	186	6	37
70	North Western Christian University	10	8	2	4	84	11	5	10	4	7	2	3	0	11	4	8	4	8	4	3	0	1	....	.....	4	40
71	Smithson College	6	6	....	.....	15	2	2	4	..	1	..	1	....	2	2	..	..	....	....	1	..	5	....	.....	....	39
72	Union Christian College	6	5	1	.....	g52	1	0	1	1	..	..	5	0	10	2	2	2	2	3	2	0	1	..	1	6	37
73	Moore's Hill College	5	5	.....	.....	26	3	....	1	2	2	1	....	....	....	2	2	2	2	5	2	..	....	....	.....	4	40
74	University of Notre Dame Du Lac*	.....	7	.....	.....	200	70	....	40	....	25	....	15	....	18	....	16	....	10	....	6	....	....	....	.....	7	41

* From Report of the Commissioner of Education for 1875.

a Not prescribed; curriculum consisting of elective schools or departments.

b Partially endowed.

c Includes 37 special students.

d For students in scientific department, see Table X, Part 1.

e Includes special students.

f One partially.

g Includes irregular students.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
75	Earlham College	6	6	0	0	48	3	7	3	4	3	2	2	3	5	5	2	1	2	1	4	1	1	....	.....	4	39
76	Ridgeville College	5	4	1	0	20	....	....	....	....	2	....	....	....	8	3	5	1	....	....	....	1	....	....	50	4	36
77	St. Meinrad's College	.....	8	.....	.....	38	15	....	9	....	7	....	7	....	....	....	....	....	....	....	....	....	....	....	.....	7	42
78	Algona College	4	4	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	37
79	Amity College	6	2	2	.....	52	3	2	2	1	....	....	....	....	10	8	....	....	10	12	3	1	....	....	300	4, 6	40
80	Norwegian Luther College	8	8	0	0	77	21	....	22	....	18	....	9	....	7	....	....	....	....	....	....	....	....	....	.....	4	43
81	University of Des Moines*	5	5	0	0	21	6	6	2	1	....	2	1	....	1	1	....	....	....	....	1	....	0	0	0	4	40
82	Parsons College	6	6	1	0	23	8	2	....	....	....	....	....	....	7	6	....	....	....	....	....	....	....	0	0	3, 4	36
83	Upper Iowa University	7	7	.....	1	30	5	2	....	....	....	....	....	....	7	9	2	....	....	....	4	1	....	....	.....	4	38
84	Iowa College	15	.....	.....	.....	a54	8	2	5	....	7	2	5	1	4	....	4	....	....	....	1	....	4	0	25	4	38
85	Humboldt College	2	.....	.....	.....	10	4	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	38
86	Simpson Centenary College	16	16	0	0	69	17	11	3	3	10	10	8	7	....	....	....	....	....	....	....	....	....	0	0	4	39
87	Iowa State University	16	16	0	0	167	42	21	35	13	21	7	18	10	....	....	....	....	....	....	....	....	0	0	0	4	38
88	German College	4	4	.....	2	10	3	1	2	3	....	....	1	....	....	....	....	....	....	....	....	....	....	....	.....	4	....
89	Iowa Wesleyan University	6	6	0	1	125	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	.....	4	39
90	Cornell College	11	10	1	3	83	15	2	6	1	3	2	4	0	9	15	10	6	5	0	3	2	1	0	250	4	38
91	Oskaloosa College	7	9	.....	1	26	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
92	Penn College*	8	2	.....	.....	38	18	8	5	2	3	1	....	1	....	....	....	....	....	....	....	....	....	....	.....	4	39
93	Central University of Iowa	4	4	.....	.....	70	9	13	13	8	12	8	4	3	....	....	....	....	....	....	....	....	....	....	.....	4	40
94	Tabor College	8	8	0	.....	a62	3	0	2	1	2	1	1	....	6	11	5	13	1	7	....	1	0	....	.....	4	38½
95	Western College	5	8	.....	.....	37	1	....	2	....	2	....	1	....	7	3	....	3	6	5	4	3	....	....	46	4	39
96	St. Benedict's College	5	5	0	0	20	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	43
97	Baker University	5	9	.....	.....	18	5	5	2	2	2	1	1	....	....	....	....	....	....	....	....	....	....	....	.....	4	36
98	Highland University	5	5	0	.....	7	....	....	2	....	2	....	2	1	....	....	....	....	....	....	....	....	....	....	.....	4	39
99	University of Kansas	11	11	0	0	99	13	7	10	4	....	3	5	2	21	12	4	4	2	2	7	3	....	....	.....	4	40
100	Lane University	4	4	0	0	18	7	3	4	2	2	0	0	0	....	....	....	....	....	....	....	....	0	0	0	4	39
101	Ottawa University	4	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
102	St. Mary's College	7	7	0	0	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	4	42

103	Washburn College	3	3	0	0	5	2						1		2											4	37
104	St. Joseph's College	5	5		0	92	16		24		22		30											0	0	5	40
105	Berea College	4	4	0	0	14			4	1	4		2				1	2								4	40
106	Warren College	4	4																							4	40
107	Cecilian College	7	3	4		4																	5			4	40
108	Centre College	6	6	0	0	85	17		22		25		8		8		2				3		0			4	40
109	Eminence College	6	6			127	9	6	4	7	7	3	4	3	17	12	9	6	16	18	1	5				4	40
110	Kentucky Military Institute	6	4	2	0	41	10		10		15		6											0	0	3–5	40
111	Georgetown College	7	7			84																	2			4	40
112	Kentucky University	9				80																				4	40
113	Kentucky Wesleyan University*	5	4	1	3	85																	0	0	1,000	4	38
114	Murray Male and Female Institute	3	3	0		12	4	1	2		3	2														4	40
115	Concord College	3	4	0	0	57	8								3	9	12	6	8	9	2					4	40
116	Central University*	10				36																				4	40
117	Bethel Collage	6	6			82																				5	40
118	St. Mary's College	12	10	2		103																				5	42
119	Louisiana State University	5				3	3																	0	0	4	39
120	St. Charles College	7	7		0	27			8		3		9				4		3				1	0	0	4	44
121	Centenary College of Louisiana	3	3			12	5		1		4		2													4	40
122	Leland University																									3	36
123	New Orleans University*	5	5			12	5	4	2	1																4	36
124	Jefferson College, (St. Mary's)	14	14	0																						6	43
125	Bowdoin College	15	14	1	*b*3	135	32		17		15		29		17		6		6		13		3		28	4	38
126	Bates College	7	7	1	6	116	46	3	24		24		17	2									0	0	19	4	38
127	Colby University	8	8	0	2	109	37	1	28	2	20	4	16	1									0	0	62	4	37
128	St. John's College	9	9		0	58	17		21		12		8										0	0	*c*150	4	40
129	Johns Hopkins University		19	10	0	35																	54	20	20	(*d*)	40
130	Loyola College	13	9			121																				7	42
131	Washington College	3	3			*e*27			16				7													4	40
132	Rock Hill College	17	14	3	0	21	8		10			0	3										9	0	0	4	40
133	St. Charles College	12	12			200																				6	43
134	Frederick College	3	3			108																			8	4	42
135	Western Maryland College	12	8	4		74	21	16	5		7	12	3	10												3, 4	42
136	Amherst College	20	18	2	8	320	75		80		86		79										4	0	140	4	38
137	Boston College	3	3	1	0	50	15		14		11		10										0	0	40	4	40
138	Boston University College of Liberal Arts.	15	13			105	14	11	21	7	12	14	21	5									13			4	38
139	Harvard College	42	42	0	*b*14	821	232		222		175		192										45	6	109	4	36
140	Tufts College	11	10	1	2	93	30		21		13		16				6		6		1				27	4	39
141	Williams College	13	12	1	6	191	56		44		50		41											0	24	4	38
142	College of the Holy Cross	8	8		0	88	29		28		18		13													4	41
143	Adrian College	10	10	0	1	*a*85	6		3		7		4				2	3	2	4	2	3	1			4	39
144	Albion College	8	10		0	51	5	2	3	5	4	0	5	2	7	5	5	0	2	1	2	3	1	0	0	4	36
145	University of Michigan	34	34	0	0	*a*355	*f*93	12	43	10	38	7	41	11	*f*26	1	18	0	27	1	12	0	15	0	0	4	40
146	Battle Creek College	12	10	2	0	74	6	2	4	0					23	24	8	7					0	0	0	3, 5	40
147	Grand Traverse College																										
148	Hillsdale College	19	19	1	2	100	(10)		(13)		(7)		(7)		(27)		(15)		(13)		(8)		18			4	37

* From Report of the Commissioner of Education for 1875.
a Includes irregular students.
b Partially.
c 50 of these were for board and tuition.
d Not prescribed; curriculum consisting of elective schools or departments.
e Includes special students.
f In classical are included those pursuing Latin and scientific course; in scientific, those studying civil and mining engineering and architecture.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
149	Hope College	7	7	.....	0	20	7	...	4	..	4	...	5	...	...	...	...	...	...	...	...	...	....	0	20	4	38
150	Kalamazoo College	8	8	.....	1	*a*37	7	0	5	0	3	2	1	0	0	6	0	1	2	0	5	0	0	...	.....	4	38
151	Olivet College	13	13	0	2	*b*9	10	1	7	1	5	2	3	....	10	....	6	...	3	....	2	...	....	0	.....	4	37
152	Augsburg Seminary, Greek department	4	6	.....	.....	27	15	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	4	34
153	Hamline University	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....
154	Macalester College	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....
155	University of Minnesota	15	14	1	.....	107	12	1	10	0	10	0	4	0	20	15	14	6	6	4	4	1	5	...	0	4	38
156	Carleton College	11	11	0	.....	20	5	....	5	...	5	2	2	....	...	...	...	...	...	....	1	...	0	0	0	4	39
157	St. John's College	16	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	5	40
158	Mississippi College	5	5	0	.....	60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	(*d*)	40
159	Shaw University	3	3	.....	.....	44	15	2	9	1	3	...	...	...	6	3	3	1	1	...	...	...	0	0	0	4	36
160	University of Mississippi	10	10	0	.....	82	17	....	13	...	12	....	13	....	10	....	11	....	4	....	2	...	3	...	.....	4	39
161	Alcorn University	3	2	0	0	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	0	0	0	4	39
162	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	36
163	St. Vincent's College	12	16	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	5	40
164	University of the State of Missouri	31	28	3	.....	*a*117	30	6	23	3	18	1	10	2	...	...	...	...	...	...	...	...	5	0	40	4	40
165	Central College	6	6	.....	.....	140	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	4	40
166	Westminster College*	6	6	.....	.....	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	4	40
167	Lewis College	5	5	.....	0	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	4	38
168	Pritchett School Institute	9	9	0	3	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	40
169	Lincoln College	2	.....	.....	0	*a*37	5	4	...	...	1	...	4	...	...	...	...	...	...	...	...	...	...	...	.....	4	36
170	Hannibal College	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....
171	Thayer College*	3	4	2	0	12	3	2	2	3	...	...	...	...	...	...	...	...	...	...	...	...	0	0	0	4	36
172	La Grange College	7	7	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	37
173	William Jewell College	6	5	.....	.....	110	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	4	40
174	Baptist College	4	4	.....	.....	40	..	4	..	1	...	...	...	...	6	7	5	4	5	7	...	1	5	...	.....	4	40
175	Christian Brothers' College	16	16	6	0	33	12	...	8	...	10	...	3	...	...	...	...	...	...	...	...	...	0	0	0	4	40
176	St. Louis University	10	8	.....	0	54	34	...	8	...	4	...	8	...	...	...	...	...	...	...	...	...	0	0	0	4	40

177	Washington University	21	16	5	.....	69	10	...	4	..	7	...	...	....	12	1	11	...	6	....	4	..	5	0	20	4	40
178	Drury College	6	6	0	0	*e*59	9	2	2	0	5	....	1	....	6	3	3	2	2	....	..	2	0	0	10	4	40
179	Central Wesleyan College	4	4	.....	2	68	6	....	8	....	4	....	23	....	14	4	9	....	....	....	....	....	18	....	.....	4	40
180	Doane College	4	4	0	0	77	3	....	....	....	....	....	4	....	3	4	....	....	....	3	....	....	....	0	0	4	39
181	University of Nebraska	9	9	0	0	*f*75	12	1	2	2	3	1	1	....	1	2	2	2	0	3	2	....	....	....	.....	4	37
182	State University of Nevada*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
183	Dartmouth College	16	16	.....	*g*1	*h*219	58	....	60	....	75	....	56	....	....	....	....	....	....	....	....	....	....	....	117	4	37
184	St. Benedict's College	5	4	1	.....	34	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	5	42
185	Rutgers College	13	13	0	*i*2	*j*120	40	....	38	....	25	....	17	....	(*j*)	....	(*j*)	....	(*j*)	....	(*j*)	....	0	0	0	4	36
186	College of New Jersey	25	26	.....	12	461	97	....	127	....	87	....	106	....	9	....	10	....	13	....	12	....	4	6	66	4	37
187	Seton Hall College	.....	15	.....	.....	97	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	7	40
188	Alfred University*	10	10	0	.....	116	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	39
189	St. Bonaventure's College	6	15	0	0	69	15	....	10	....	8	....	6	....	12	....	8	....	6	....	4	....	....	0	0	6	42
190	St. Stephen's College	7	7	0	0	60	16	....	17	....	17	....	10	....	....	....	....	....	....	....	....	....	0	0	1	4	37
191	Wells College	9	9	2	1	66	....	3	....	2	....	3	....	1	....	5	....	5	....	2	....	4	0	0	0	4	40
192	Brooklyn Collegiate and Polytechnic Institute.	12	12	0	0	148	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	4	40
193	St. Francis College	.....	7	4	.....	85	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	6	43
194	St. John's College	9	9	.....	0	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	6	40
195	Canisius College	13	12	1	.....	121	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	6	42
196	St. Joseph's College	10	7	.....	.....	12	8	....	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	44
197	St. Lawrence University	10	9	1	.....	47	9	2	1	1	4	1	3	1	3	4	7	4	4	2	0	1	0	0	44	4	39
198	Hamilton College	13	13	0	8	152	39	....	46	....	39	....	28	....	....	....	....	....	....	....	....	....	....	....	16	4	36
199	St. John's College	15	25	1	0	77	16	....	11	....	13	....	5	....	14	....	9	....	9	....	....	....	6	0	0	7	40
200	Hobart College	9	9	0	4	51	18	....	10	....	8	....	7	....	4	....	2	....	2	....	....	....	....	0	23	4	37
201	Madison University	10	10	.....	5	85	26	....	16	....	21	....	19	....	3	....	....	....	....	....	....	....	24	0	50	4	39
202	Cornell University	40	34	6	0	301	30	9	14	7	9	4	13	4	82	9	56	10	26	4	24	3	....	0	128	4	37
203	Ingham University	8	5	3	.....	37	0	16	0	6	0	7	0	8	....	....	....	....	....	....	....	....	3	....	.....	4	40
204	College of the City of New York	15	34	0	0	388	116	....	50	....	38	....	29	....	74	....	40	....	20	....	21	....	3	....	.....	4	36
205	College of St. Francis Xavier	16	8	1	0	105	46	....	27	....	16	....	16	....	....	....	....	....	....	....	....	....	5	....	16	4	40
206	Columbia College	10	17	0	1	194	77	0	41	0	47	0	26	0	....	....	....	....	....	....	....	....	1	6	39	4	36
207	Manhattan College	44	40	4	1	168	32	....	36	....	22	....	18	....	....	....	....	....	....	....	....	....	0	0	0	4	44
208	Rutgers Female College	14	12	2	0	31	....	7	....	7	....	8	....	3	....	*k*4	....	*k*1	....	....	....	*k*1	3	0	0	4	40
209	University of the City of New York	31	63	0	0	*l*52	18	....	14	....	13	....	7	....	(*l*)	....	....	....	....	....	....	....	1	3	1	4	38
210	Vassar College	10	18	0	0	*n*203	....	49	....	43	....	44	....	47	....	....	....	....	....	....	....	....	2	0	11	4	40
211	University of Rochester	8	8	0	3	*n*163	30	....	32	....	33	....	34	....	6	....	10	....	5	....	3	....	0	2	56	4	38½
212	Union College	15	15	5	0	165	34	....	21	....	16	....	19	....	20	....	22	....	14	....	19	....	0	0	(*n*)	4	38
213	Syracuse University	11	11	0	....	176	34	4	25	3	21	0	18	3	23	14	7	6	4	6	2	6	3	....	.....	4	40
214	University of North Carolina	9	9	.....	.....	*f*56	25	....	20	....	11	....	....	....	(*j*)	....	(*j*)	....	(*j*)	....	(*j*)	....	....	....	.....	4	42
215	Davidson College	6	6	0	.....	74	21	....	13	....	15	....	13	....	5	....	2	....	5	....	....	....	0	....	.....	4	40
216	Rutherford College*	9	4	1	0	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	40
217	North Carolina College	6	.....	.....	.....	24	14	....	6	....	2	....	2	....	....	....	....	....	....	....	....	....	....	0	0	4	40
218	Trinity College	5	5	0	0	95	25	....	30	....	22	....	13	....	2	....	3	....	0	....	0	....	....	0	0	4	41
219	Wake Forest College	6	6	0	0	53	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	41

* From Report of the Commissioner of Education for 1875. *a* Includes irregular students. *b* Includes 39 in ladies' course. *c* Under scientific are included all the non-classical students. *d* Not prescribed; curriculum consisting of elective schools or departments. *e* Includes 22 in ladies' course. *f* Includes university students. *g* Three partially. *h* For students in scientific departments, see Table X, Parts 1 and 2. *i* Partially. *j* For students in scientific department, see Table X, Part 1. *k* In partial course. *l* For students in scientific department, see Table X, Part 2. *m* Includes special students. *n* Number of poor students helped, 95.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
220	Weaverville College	4	4	0	0	33	12	...	12	..	4	....	5	....	....	....	....	....	....	....	....	....	0	0	0	4	40
221	Wilson College	9	9	0	0	48	9	13	7	4	8	4	0	3	....	....	....	....	....	....	....	....	0	0	0	4	38
222	Ohio University	4	4	.....	...	*a*46	5	1	8	1	5	1	6	0	5	0	7	2	1	0	1	0	...	..	(*b*)	4	38
223	Baldwin University	8	8	0	6	56	7	...	4	1	2	....	5	2	10	11	6	5	4	1	6	2	1	...	.....	4	39
224	German Wallace College	5	5	0	0	*a*70	6	0	6	0	3	0	4	0	10	2	12	0	3	3	2	0	4	...	.....	4	40
225	Hebrew Union College	3	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	.....	8	39
226	St. Xavier College	10	18	1	...	54	17	..	15	..	16	....	6	....	....	....	....	....	....	....	....	....	....	..	.....	7	40
227	University of Cincinnati	9	10	.....	0	88	5	2	3	0	4	1	1	0	13	48	4	0	7	0	0	0	2	0	0	4	37
228	Farmers' College of Hamilton County	9	9	0	*c*2	29	10	4	2	...	1	3	1	1	....	....	....	....	....	....	5	1	1	...	1, 500	4	38
229	Ohio Wesleyan University	11	11	0	3	*a*141	30	0	29	0	23	0	30	0	8	0	7	0	3	0	7	0	0	0	0	4	37
230	Kenyon College	5	6	0	*d*1	50	12	...	15	...	10	....	13	....	....	....	....	....	....	....	....	....	....	....	.....	4	38
231	Denison University	7	7	.....	6	*a*59	11	..	12	..	13	....	10	....	3	...	1	....	....	....	1	....	0	0	60	4	39
232	Hiram College	7	7	0	3	18	1	1	...	..	2	.....	.....	.....	3	3	3	3	2	....	.....	.....	0	0	27	4	40
233	Western Reserve College	8	7	1	4	72	18	2	17	2	17	1	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	39
234	Ohio Central College*	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....
235	Marietta College	9	6	.....	.....	75	18	...	16	...	21	....	14	....	2	....	3	...	0	....	1	....	...	0	30	4	38
236	Mt. Union College	21	.....	.....	3	363	(186)		(80)		(35)		(62)		....	....	....	....	....	....	....	....	2	0	0	4	36
237	Franklin College	6	4	2	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	6	40
238	Muskingum College	5	4	.....	.....	30	...	...	...	...	4	....	10	....	...	...	...	...	5	4	2	5	...	..	.....	4	...
239	Oberlin College	12	12	0	1	*a*332	37	13	33	8	35	4	20	2	*e*1	*e*32	*e*1	*e*32	0	*e*35	*e*2	*e*25	0	..	.....	4	36
240	McCorkle College	2	2	.....	1	13	2	...	1	...	2	...	2	...	2	2	...	...	...	...	...	2	12	..	.....	4	39
241	One Study University*	4	4	0	0	82	*f*35	*f*19	...	...	10	3	12	3	...	...	...	...	...	...	...	...	...	0	0	4	43
242	Miami Valley College	13	8	.....	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	.....	6	40
243	Wittenberg College	7	7	.....	2	*a*89	30	2	20	1	14	....	10	....	....	....	....	....	....	....	....	....	....	..	.....	4	40
244	Heidelberg College	6	6	.....	.....	90	8	2	8	...	4	....	10	....	23	14	8	5	...	....	6	2	...	0	1, 000	4	...
245	Urbana University	5	5	.....	.....	12	2	...	1	...	...	....	1	....	3	...	...	...	3	...	2	...	20	...	.....	4	39
246	Otterbein University	6	6	0	3	67	9	0	5	1	4	....	9	....	8	12	5	2	0	6	4	2	1	...	.....	4	39

247	Geneva College	5	5	0	.....	44	11	3	8	1	6	....	1	....	..	7	11	2	....	3	1	..	..	2	....	....	.....	4	37
248	Willoughby College	6	....	....	.....	33	..	..	3	..	..	....	....	....	25	....	....	3	....	..	..	2	....	....	.....	4	39
249	Wilmington College	4	4	....	.....	19	4	2	3	2	..	....	....	....	1	4	2	1	....	..	..	..	....	....	.....	4	39
250	University of Wooster	11	9	2	4	165	32	6	28	4	24	4	30	2	9	2	10	1	7	3	2	1	..	....	40	4	36
251	Wilberforce University	7	5	2	0	7	2	..	..	..	1	....	1	....	....	2	....	1	....	..	..	..	..	0	0	4	42
252	Xenia College	7	5	2	....	76	2	5	4	3	....	2	1	1	7	14	17	7	....	8	..	5	....	....	.....	4	40
253	Antioch College	6	6	....	5	*a*30	..	2	4	2	3	1	2	2	....	....	....	....	....	....	....	....	....	....	.....	4	38
254	Corvallis College*	5	5	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	6	40
255	University of Oregon	3	3	0	0	85	5	0	1	1	0	0	0	0	25	53	0	0	0	0	0	0	0	0	(*g*)	4	40
256	Pacific University and Tualatin Acad*	5	4	1	.....	6	0	0	3	1	0	0	2	0	....	....	....	....	....	....	....	....	....	....	.....	4	39
257	McMinnville College	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....	....
258	Christian College	4	4	0	0	70	..	..	..	..	..	..	2	1	....	....	....	....	....	..	1	4	0	0	41	4	40
259	Philomath College	4	4	0	1	49	1	0	0	0	0	0	0	0	18	17	5	1	4	2	1	0	0	0	0	4	40
260	Muhlenberg College*	6	5	1	0	48	12	..	17	..	10	..	9	....	....	....	....	....	....	....	....	....	....	....	17	4	40
261	Lebanon Valley College	5	5	0	.....	84	6	1	3	0	3	2	3	0	....	....	5	2	3	1	1	1	....	....	.....	4	40
262	Dickinson College	6	6	0	0	68	15	..	12	....	11	....	19	....	....	....	....	....	5	..	6	....	0	0	0	4	40
263	Pennsylvania Military Academy	10	10	....	.....	91	..	..	..	..	..	..	..	....	30	....	34	....	18	..	9	....	....	....	.....	4	38
264	Lincoln University*	10	....	....	4	73	26	..	25	....	16	....	6	....	....	....	....	....	....	..	....	....	....	....	8	.....	4	....
265	Lafayette College	27	25	2	4	*h*183	47	..	47	....	48	....	41	....	(*h*)	....	(*h*)	....	(*h*)	..	(*h*)	..	6	0	.....	4	39
266	Ursinus College	6	6	....	*c*1	41	18	....	6	....	7	....	10	....	....	....	....	....	....	..	....	....	9	....	.....	4	40
267	Pennsylvania College	8	10	0	5	79	22	..	18	....	15	....	23	....	1	....	....	....	....	..	....	....	....	....	.....	4	39
268	Thiel College	4	5	....	1	21	6	1	5	....	4	....	3	2	....	....	....	....	....	..	....	....	....	....	2	4	39
269	Haverford College	7	6	1	0	42	10	..	8	....	11	....	6	....	4	....	0	....	2	..	1	....	0	0	15	4	39
270	Monongahela College	6	....	....	....	9	2	..	..	1	3	2	....	1	....	....	....	....	....	..	....	....	3	....	0	6	40
271	Franklin and Marshall College	8	8	0	1	68	16	..	18	....	18	....	16	....	0	....	0	....	0	..	0	....	0	0	0	4	39
272	St. Vincent's College	39	....	....	0	122	30	..	35	....	27	....	30	....	....	....	....	....	....	..	....	....	....	....	0	0	5	40
273	University at Lewisburg	8	7	1	1	66	17	..	8	....	12	....	16	....	7	....	6	....	0	..	0	....	0	....	34	4	40
274	St. Francis' College	14	13	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	5	40
275	Allegheny College	12	10	2	3	66	23	1	13	1	12	2	11	3	....	....	....	....	....	..	....	....	....	....	.....	4	39
276	Mercersburg College	7	12	0	0	32	6	0	8	0	11	0	7	0	....	....	....	....	....	..	....	....	0	0	0	4	40
277	Palatinate College	9	9	....	.....	15	13	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	....	42
278	New Castle College	12	13	8	....	76	21	13	4	2	....	....	....	....	16	17	0	3	....	..	....	....	....	....	5	5	40
279	Westminster College	8	7	1	.....	115	16	1	15	3	17	0	7	0	13	14	5	11	2	6	3	2	....	....	.....	4	38
280	La Salle College*	18	14	4	.....	110	30	..	20	..	14	....	10	....	10	....	12	....	8	..	6	....	....	....	.....	4	44
281	St. Joseph's College	12	8	3	0	166	8	..	8	....	....	....	....	....	100	....	50	....	....	..	....	....	0	0	0	6	43
282	University of Pennsylvania	15	13	2	2	*h*131	34	....	34	....	26	....	22	....	(*h*)	....	(*h*)	....	(*h*)	....	(*h*)	....	....	....	55	4	40
283	Western University of Pennsylvania	11	11	....	2	57	8	..	3	....	7	....	7	....	19	....	11	....	2	..	0	0	0	0	0	3, 4	40
284	The Lehigh University	8	14	....	.....	111	41	..	1	....	1	....	....	....	....	....	25	....	21	..	22	....	2	....	.....	4	....
285	Swarthmore College	8	10	2	0	87	9	22	7	8	5	6	3	2	11	0	6	0	6	1	1	0	0	0	5	4	40
286	Augustinian College of St. Thomas of Villanova.	14	....	2	.....	50	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	7	42
287	Washington and Jefferson College	8	8	....	2	135	33	..	34	....	25	....	21	....	8	....	2	....	9	..	3	....	....	....	.....	4	39
288	Waynesburg College	12	12	....	.....	96	14	12	6	7	7	....	1	2	9	15	7	4	1	4	2	5	4	..	.....	4	40
289	Brown University	16	16	0	3	*i*219	56	....	47	....	64	....	52	....	(*i*)	....	(*i*)	....	(*i*)	..	(*i*)	..	1	..	75	4	40
290	College of Charleston	5	5	....	1	36	15	..	11	....	6	....	4	....	....	....	....	....	....	..	....	....	....	....	8	4	40
291	University of South Carolina	11	9	2	0	89	21	..	8	....	3	....	3	....	45	....	9	....	0	..	0	....	0	0	124	4	39
292	Erskine College	5	5	0	0	44	7	..	8	....	11	....	14	....	2	....	2	....	....	..	....	....	....	....	0	4	42
293	Furman University	5	5	0	0	73	..	..	..	..	..	..	..	....	....	....	....	....	....	..	....	....	....	....	.....	(*j*)	40

* From Report of the Commissioner of Education for 1875. *a* Includes special students. *b* One student from each county admitted free of tuition. *c* Partially.
d One only half endowed. *e* In literary course. *f* Includes sophomores. *g* There are as many free scholarships as there are members of the legislature. *h* For students in scientific department, see Table X, Part 2. *i* For students in scientific department, see Table X, Part 1. *j* Not prescribed; curriculum consisting of elective schools or departments.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	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
294	Wofford College	7	7	.....	.....	74	13	....	24	....	17	....	13	....	5	....	2	....	....	....	....	....	....	....	.....	4	36
295	Newberry College	5	5	0	.....	35	14	....	11	....	5	....	5	....	....	....	....	....	....	....	....	....	0	....	.....	4	41
296	East Tennessee Wesleyan University	5	.....	.....	0	100	20	....	10	....	6	....	4	....	10	11	12	....	10	12	0	5	....	....	.....	4	40
297	Beech Grove College	5	5	0	.....	32	12	8	4	2	3	1	1	1	....	....	....	....	....	....	....	....	2	....	.....	4	40
298	Bradyville College	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....
299	King College	4	4	0	*a*2	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
300	South Western Presbyterian University	7	7	0	0	65	17	....	12	....	13	....	8	....	7	....	5	....	2	....	1	....	0	0	0	4	40
301	Neophogen Male and Female College	16	13	3	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....
302	Hiwassee College	4	4	0	0	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	4	40
303	Greeneville and Tusculum College	10	6	4	0	22	4	0	3	1	4	0	4	0	3	0	3	0	0	0	0	0	3	0	175	4	32
304	Southwestern Baptist University	6	6	0	.....	79	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	(*b*)	40
305	East Tennessee University	17	12	.....	.....	(*c*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
306	Cumberland University	5	5	.....	.....	50	6	....	23	....	13	....	8	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
307	Bethel College	4	.....	.....	.....	95	32	10	20	9	12	8	....	2	....	....	....	....	1	....	1	....	....	....	.....	4	40
308	McKenzie College	6	6	0	0	63	9	2	8	4	3	....	....	....	7	17	2	4	3	3	....	1	0	0	0	4	40
309	Manchester College	3	3	.....	0	*d*35	1	2	2	3	....	2	....	1	4	5	3	5	....	....	....	....	0	0	0	4	39
310	Maryville College	4	8	.....	.....	27	10	2	4	1	5	....	4	1	....	....	....	....	....	....	....	....	....	....	.....	4	40
311	Christian Brothers' College	11	11	.....	.....	61	25	....	17	....	6	....	2	....	5	....	2	....	4	....	....	....	0	....	.....	4	40
312	Mosheim Male and Female Institute	3	3	.....	.....	30	2	....	....	....	4	2	4	....	....	....	....	....	....	....	....	....	....	....	4	4	40
313	Mossy Creek Baptist College	4	4	.....	.....	40	13	....	13	....	8	....	6	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
314	Central Tennessee College	6	6	2	0	4	2	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	36
315	Fisk University	5	5	0	0	11	5	2	3	0	0	1	0	0	....	....	....	....	....	....	....	....	....	0	0	4	37
316	Vanderbilt University	13	11	2	13	175	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	9	(*b*)	39
317	University of the South	8	10	1	.....	140	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	....	.....	(*b*)	40
318	Woodbury College	2	2	0	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
319	Texas Military Institute	6	6	0	0	100	32	....	38	....	25	....	5	....	....	....	....	....	....	....	....	....	....	....	....	4	4	40
320	St. Joseph's College	5	.....	.....	.....	70	....	....	....	....	30	....	40	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	42
321	University of St. Mary*	6	6	0	0	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	....	0	4	42

322	Southwestern University	6	6	.....	.....	78	32	....	24	....	18	....	4	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
323	Henderson Male and Female College	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
324	Baylor University	7	5	2	*a*2	75	3	....	2	....	9	....	3	....	12	....	20	....	20	....	6	....	0	0	0	(*b*)	40
325	Salado College	7	7	.....	0	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	0	0	4	40
326	Trinity University	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
327	Waco University	9	9	0	1	114	15	10	10	8	7	5	5	6	10	9	8	8	3	5	2	3	70	0	0	4	44
328	University of Vermont and State Agricultural College.	9	8	0	1	66	20	6	14	1	12	2	8	3	.....	.....	.....	.....	.....	.....	.....	.....	0	0	15	4	38
329	Middlebury College	8	6	2	2	53	17	....	9	....	14	....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	....	7	4	39
330	Norwich University	6	5	1	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	4	38
331	Randolph Macon College	12	12	.....	.....	167	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(*b*)	40
332	Emory and Henry College*	6	6	0	0	89	31	....	17	....	28	....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	40
333	Hampden Sidney College	5	5	0	.....	86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
334	Washington and Lee University	.....	13	7	.....	133	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	(*b*)	40
335	Richmond College	7	7	0	0	142	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	3	(*b*)	40
336	Roanoke College	6	5	1	0	175	30	....	31	....	18	....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	42
337	University of Virginia	14	18	.....	2	179	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	(*b*)	.....
338	College of William and Mary	6	6	.....	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	....	15	3-4	36
338	Bethany College	7	6	1	.....	*e*121	21	....	12	....	6	....	9	....	14	....	9	....	7	....	8	....	1	.....	.....	4	38
340	West Virginia College	5	5	0	0	4	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40
341	West Virginia University	8	11	2	0	39	1	....	7	....	8	....	3	....	9	....	2	....	3	....	6	....	0	0	0	4	42
342	Lawrence University	7	6	1	.....	81	6	1	2	1	4	2	.....	.....	8	14	12	8	8	3	6	6	3	....	500	4	38
343	Beloit College	8	8	.....	*f*6	80	24	....	9	....	14	....	21	.....	5	....	4	....	3	.....	.....	.....	.....	.....	60	4	39
344	Galesville University	4	4	0	0	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	39
345	University of Wisconsin	20	19	.....	0	*d*225	19	9	18	8	8	.....	6	1	24	8	18	5	16	3	18	7	2	0	10	4	38
346	Milton College	5	5	0	0	67	7	4	5	2	2	.....	1	.....	15	8	9	6	3	.....	2	3	.....	.....	.....	4	39
347	St. John's College	12	8	4	.....	80	22	....	25	....	20	....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
348	Racine College	9	8	1	.....	33	13	....	6	....	8	....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	38
349	Ripon College	8	8	0	0	*d*49	6	1	3	1	4	2	6	1	5	3	0	4	0	3	1	1	.....	0	0	4	39
350	Pio Nono College and Teachers' Sem'y*	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	44
351	Northwestern University	7	8	.....	.....	48	10	....	12	....	6	....	5	....	12	....	3	....	.....	.....	.....	.....	1	.....	.....	4	40
352	Georgetown College	12	10	2	1	64	25	....	17	....	16	....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	42
353	Columbian University	11	11	.....	.....	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	4	39
354	Howard University	4	4	.....	*a*3	18	6	....	6	....	1	....	3	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	4	38
355	National Deaf Mute College	9	7	2	0	*d*26	4	....	4	....	5	....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	39
356	University of Deseret	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40

* From Report of the Commissioner of Education for 1875.
a Partially.
b Not prescribed; curriculum consisting of elective schools or departments.
c For students, see report of agricultural department, Table X, Part 1.
d Includes special students.
e Includes ministerial and special students.
f 5 partially.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per month.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			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.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
1	Southern University	$70	$12½–16	2,000	150	20	1,500	$80,000	$12,000	$600	$3,000	$0	$0	July 4.
2	Howard College	40, 10	10	1,100	.....	100	500	50,000	0	0	7,560	0	0	June 17.
3	Spring Hill College*	.....	*a*30	5,000	.....	.....	.....	120,000	.....	.....	45,000	0	0	
4	University of Alabama	40	11. 10	4,000	2,000	540	600	150,000	300,000	25,000	.....	.....	0	July 4.
5	Arkansas College	40	15	500	200	100	.....	12,000	4,000	400	1,800	.....	.....	
6	Cane Hill College	22–52	10–12	30	.....	19	100	5,000	.....	.....	.....	.....	.....	June 22.
7	Judson University	36	8–12	130	50	.....	.....	50,000	.....	.....	.....	.....	.....	June 8.
8	St. John's College of Arkansas	50	12–18	.....	.....	.....	.....	72,600	18,000	2,200	1,200	0	.....	June 5.
9	Missionary College of St. Augustine*	400	30	600	57	.....	.....	30,000	.....	.....	20,000	0	.....	June 8.
10	Pierce Christian College	20–30	16–20	50	20	10	.....	12,000	45,700	5,200	1,000	.....	45,700	April 28.
11	University of California	0	.....	13,324	800	1,300	400	805,000	750,000	.....	0	0	0	June 6.
12	St. Ignatius College	.....	.....	*5,000	.....	.....	*5,000	.....	.....	.....	.....	.....	.....	
13	St. Mary's College	100	25	.....	.....	.....	3,000	250,000	0	0	58,000	0	0	June 1.
14	Santa Clara College	*a*350	.....	10,000	.....	.....	*1,700	*120,000	.....	.....	.....	.....	.....	June.
15	University of the Pacific	50	20	1,025	.....	.....	950	60,000	40,000	3,000	7,200	.....	.....	June 7.
16	Pacific Methodist College	30–70	20	500	300	50	460	40,000	.....	.....	7,000	.....	.....	May 17.
17	College of Our Lady of Guadalupe	.....	*a*12½	680	60	31	115	.....	.....	.....	.....	.....	.....	
18	California College	52	20	2,500	500	500	0	50,000	20,000	1,900	3,750	0	0	May 17.
19	Washington College	80	25	.....	.....	.....	.....	32,000	.....	.....	8,000	.....	.....	May 23.
20	Hesperian College	50	20	375	80	108	.....	30,000	50,000	5,000	6,000	.....	.....	May 10.
21	Colorado College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
22	Trinity College	90	16–26	18,000	.....	.....	.....	†700,000	†300,000	†16,000	.....	.....	60,000	June 28.
23	Wesleyan University	75	14	27,000	.....	.....	.....	500,000	.....	.....	.....	.....	.....	June 28.
24	Yale College	140	23	80,000	.....	.....	20,000	.....	*318,083	*21,203	*68,008	.....	.....	June 23.
25	Delaware College*	60	15	6,000	1,000	.....	1,200	75,000	83,000	5,000	1,000	3,000	0	June 6.
26	University of Georgia	75	16–25	12,000	.....	300	7,000	200,000	317,202	25,935	5,750	5,000	0	August 1.
27	Atlanta University	18	10	4,000	0	1,000	0	100,000	0	0	2,000	8,000	0	June 21.
28	Bowdon College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

29	Gainesville Male and Female College	52	10–12½	250	10	.....	0	15,000	0	0	0	.....	0	July 9–13.
30	Mercer University	60	15	6,000	.....	.....	3,000	150,000	100,000	8,000	.....	.....	.....	July 4.
31	Pio Nono College	50	22	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	
32	Emory College	60	14–20	3,000	.....	.....	6,500	75,000	25,000	.....	.....	.....	.....	July 18.
33	Abingdon College	35–50	14–20	250	100	.....	.....	50,000	20,000	2,000	.....	0	.....	June 7.
34	Hedding College	36	*c*16	300	20	10	600	50,000	.....	.....	5,500	.....	.....	June 21.
35	Illinois Wesleyan University	39	12	3,000	1,000	150	.....	200,000	75,000	6,000	6,000	.....	.....	June 21.
36	St. Viateur's College	40	13½	2,000	.....	200	1,500	75,000	3,000	.....	4,000	.....	.....	June 26.
37	Blackburn University	25	10	1,000	300	12	600	100,000	80,000	7,500	2,700	0	0	June 14.
38	Carthage College	25	8–12	2,000	500	50	.....	50,000	40,000	4,000	3,800	0	0	May 5
39	St. Ignatius College	60	.....	9,500	.....	500	2,500	264,000	.....	.....	7,156	.....	.....	September 3.
40	University of Chicago	70	10–12	7,000	.....	.....	.....	600,000	.....	.....	7,500	0	.....	June 28.
41	Rock River University	.....	20	.....	.....	.....	.....	40,000	.....	.....	4,000	.....	.....	June 28.
42	Eureka College	30	10–18	2,000	.....	.....	500	45,000	28,000	.....	4,000	0	.....	June 7.
43	Northwestern University	66	18	20,600	7,500	150	0	200,000	.....	36,000	7,198	0	0	June 21.
44	Ewing College	30	10	40	.....	.....	150	10,000	.....	.....	1,800	.....	.....	June 28.
45	Knox College	30	12–18	4,100	.....	100	2,700	300,000	115,000	10,500	1,800	0	.....	June 28.
46	Lombard University	33	16	6,000	100	20	1,200	75,000	90,000	8,000	1,678	0	.....	June 19.
47	Illinois Agricultural College	36	12–14	500	100	.....	0	.....	.....	.....	.....	.....	.....	
48	Illinois College	36	9–20	8,000	.....	75	3,000	125,000	110,000	9,500	*d*7,500	.....	3,500	June 7.
49	Swedish-American Ansgari College	24, 32	8	.....	.....	.....	.....	22,500	0	0	.....	0	0	
50	Lake Forest University	40	16	2,000	.....	.....	.....	230,000	70,000	.....	.....	.....	.....	June 27.
51	McKendree College	18–24	12–20	3,000	3,000	.....	2,500	50,000	43,000	2,800	3,600	.....	.....	June 14.
52	Lincoln University	26–40	.....	.....	.....	.....	.....	75,000	50,000	5,000	2,000	.....	.....	June 14.
53	Evangelisch-Lutherisches Collegium*	.....	.....	300	.....	.....	.....	2,400	.....	.....	.....	.....	.....	June 30.
54	Monmouth College	30	*e*16	2,500	.....	.....	1,000	50,000	30,000	3,000	2,300	.....	.....	June 21.
55	Northwestern College	18	10	.....	.....	.....	.....	50,000	97,000	9,000	4,000	.....	.....	June 14.
56	Augustana College	30	*e*10	5,000	1,000	.....	.....	50,000	10,000	1,000	678	0	0	June 14.
57	St. Joseph's College	*a*150	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
58	Shurtleff College	36–48	8–20	4,500	2,800	.....	1,335	45,000	100,000	6,000	5,000	.....	6,000	June 12.
59	Westfield College	24	7–13	900	50	100	200	47,000	45,000	4,200	2,000	0	0	May 9.
60	Wheaton College	30	15	1,562	250	.....	.....	100,000	32,883	1,858	3,342	.....	.....	June 27.
61	Bedford College	30	14	150	75	.....	.....	20,000	.....	.....	2,000	.....	.....	June 15.
62	Indiana University	0	.....	6,000	1,000	.....	.....	160,000	120,412	8,000	1,112	23,000	.....	June 13.
63	Wabash College	30	12–14	12,000	.....	.....	5,000	.....	.....	.....	.....	.....	.....	June 27.
64	Concordia College	100	.....	5,000	.....	100	800	150,000	0	0	250	0	0	July 15.
65	Fort Wayne College*	26	8	600	300	.....	.....	75,000	0	0	2,000	0	0	June 21.
66	Franklin College	28	13	2,000	500	50	500	43,000	60,000	3,000	2,900	.....	.....	June 14.
67	Indiana Asbury University	0	14½–20	10,000	1,000	0	1,000	200,000	170,000	12,000	*f*4,500	0	.....	June 21.
68	Hanover College	0	16	5,000	.....	.....	2,400	.....	.....	.....	.....	.....	.....	June 14.
69	Hartsville University	15–18	8–12	800	200	35	.....	20,000	15,000	1,300	735	.....	18,600	June 14.
70	North Western Christian University	0	12–16	5,000	1,000	1,000	2,000	300,000	300,000	18,000	0	0	0	June 8.
71	Smithson College	30	16	500	100	50	.....	100,000	.....	.....	1,225	.....	.....	June 27.
72	Union Christian College	18–24	10–14	585	.....	85	.....	50,000	80,000	4,800	500	0	1,000	June 7.
73	Moore's Hill College	36	12–16	1,500	.....	.....	.....	30,000	18,000	1,500	2,000	.....	.....	June 21.
74	University of Notre Dame Du Lac*	.....	*a*30	15,000	.....	.....	5,000	.....	.....	.....	.....	0	.....	June 30.
75	Earlham College	60	8–16	2,450	.....	60	1,447	110,300	55,000	5,200	9,300	0	0	June 27.
76	Ridgeville College	24	13	200	100	30	.....	25,000	13,000	780	300	0	13,000	May 30.

* From Report of the Commissioner of Education for 1875.

a Board and tuition.

b From report for 1874.

c Including furnished room.

d Tuition and room rent.

e Including fuel and light.

f From contingent fees.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per month.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			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.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
77	St. Meinrad's College	$30	$12	*6,000	.....	.....	.....	$10,000	.....	.....	.....	.....	.....	September.
78	Algona College	21–27	10–14	.....	.....	.....	.....	10,000	$17,000	.....	$1,300	.....	.....	June 13.
79	Amity College	9–15	10–12	500	50	75	100	10,000	a20,000	$2,000	450	.....	.....	June.
80	Norwegian Luther College	b30	7	3,150	800	150	.....	120,000	c117	400	$0	$0		June 30.
81	University of Des Moines*	36	12	1,000	.....	.....	0	40,000	35,000	2,000	3,000	0	0	June 14.
82	Parsons College	30, 36	6–18	d738	32	32	.....	26,000	25,000	2,300	1,195	.....	.....	June 20.
83	Upper Iowa University	24–33	8–12	2,000	500	10	1,000	50,000	15,000	1,000	3,500	.....	.....	June 14.
84	Iowa College	22	8–12	4,500	.....	.....	1,650	.....	.....	.....	.....	.....	.....	June.
85	Humboldt College	15–20	10–15	1,500	1,500	200	.....	60,000	.....	.....	.....	.....	.....	June 20.
86	Simpson Centenary College	24–30	12–16	300	.....	.....	100	40,000	75,000	5,000	4,000	0	.....	June 13.
87	Iowa State University	0	14–20	7,000	.....	.....	0	250,000	220,000	22,000	.....	23,000	0	June 21.
88	German College	24	.....	.....	.....	.....	.....	20,000	22,000	2,000	375	.....	.....	June 19.
89	Iowa Wesleyan University	24	12–16	1,200	300	.....	300	*50,000	*54,296	*4,000	2,200	0	.....	June 20.
90	Cornell College	24	14	4,000	2,000	100	1,500	100,000	70,000	5,000	8,000	0	20,000	June 28.
91	Oskaloosa College	30	10–14	1,200	200	200	150	50,000	25,000	1,500	2,300	.....	.....	June 7.
92	Penn College*	30	8–14	1,200	100	.....	100	40,000	15,000	1,450	4,600	.....	.....	June 28.
93	Central University of Iowa	18	10	2,000	500	.....	.....	45,000	55,000	4,000	3,000	.....	.....	June 12.
94	Tabor College	25½	12–14	3,700	200	100	.....	30,000	40,000	3,000	3,000	0	.....	June 10–13.
95	Western College	21	12	800	1,000	100	500	40,000	15,000	1,055	1,912	.....	11,500	June 19.
96	St. Benedict's College	e180	.....	2,000	.....	.....	150	.....	.....	.....	.....	0	0	
97	Baker University	15–18	6–16	1,000	500	300	.....	.....	7,000	500	1,200	.....	.....	June 6.
98	Highland University	30, 36	14	5,000	.....	.....	.....	.....	.....	.....	1,000	0	.....	June 7.
99	University of Kansas	f10	16	2,200	300	60	250	240,000	10,300	713	2,500	22,4 9	0	June 14.
100	Lane University	18	9	.....	.....	.....	.....	.....	.....	.....	.....	0	0	
101	Ottawa University	32	12	.....	.....	.....	.....	100,000	.....	.....	.....	.....	.....	
102	St. Mary's College	e150	.....	6,000	.....	.....	2,000	150,000	0	...	e12,000	0	0	Sept. 3.
103	Washburn College	30	10	3,500	1,000	500	.....	70,000	50,000	4,000	500	0	11,650	June 20.

104	St. Joseph's College	200	20	2,000	500	50	9	20,000	0	0	14,000	0	0	June 26.
105	Berea College	9	9	2,000	400	100	.....	90,000	36,000	2,880	1,200	0	(*g*)	June 27.
106	Warren College	50	10–16	.....	.....	.....	.....	50,000	40,000	1,200	2,500	.....	.....	June 13.
107	Cecilian College	40	16	500	.....	50	400	30,000	.....	.....	10,000	.....	.....	June 8.
108	Centre College	45	20	4,247	.....	87	5,000	80,000	175,000	9,596	2,688	0	0	June 21.
109	Eminence College	50	14	1,600	500	100	600	50,000	.....	.....	6,800	.....	.....	June 8.
110	Kentucky Military Institute	100	20	4,000	1,000	100	.....	130,000	0	0	4,000	0	0	June 7.
111	Georgetown College	50	10–20	9,000	1,000	150	2,200	75,000	80,000	.....	.....	0	.....	June 14.
112	Kentucky University	30	20	.....	.....	.....	.....	250,000	215,000	.....	.....	.....	.....	June 14.
113	Kentucky Wesleyan University*	40	20	0	.....	.....	500	30,000	43,000	3,000	.....	0	*h*100,000	June 14.
114	Murray Male and Female Institute	20–50	.....	.....	.....	.....	.....	18,000	.....	.....	2,980	.....	.....	June 8.
115	Concord College	23–43	12	150	20	.....	.....	13,000	0	0	2,000	240	0	June 14.
116	Central University*	60	20	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
117	Bethel College	60	12½	1,000	.....	.....	500	40,000	71,000	3,500	3,500	.....	.....	June 14.
118	St. Mary's College	*e*225	.....	.....	.....	.....	.....	50,000	.....	.....	17,500	.....	.....	
119	Louisiana State University	80	20	11,500	.....	.....	.....	82,055	138,000	.....	.....	.....	.....	
120	St. Charles College	*e*250	.....	5,700	250	100	250	30,000	0	0	*e*6,000	0	0	Aug., 1st week.
121	Centenary College of Louisiana	65	11½–20	2,000	.....	.....	1,500	80,000	.....	.....	1,931	.....	.....	July 11.
122	Leland University	8	*i*9½	450	.....	250	.....	70,000	.....	.....	.....	.....	.....	May.
123	New Orleans University*	.....	.....	.....	.....	.....	.....	18,000	.....	.....	.....	.....	.....	
124	Jefferson College, (St. Mary's)	*e*260	.....	2,000	.....	.....	500	30,000	.....	.....	*e*18,000	.....	.....	July.
125	Bowdoin College	75	12	17,500	.....	.....	13,100	100,000	230,000	13,960	16,732	.....	33,000	July 12.
126	Bates College	36	.....	5,000	.....	300	1,600	*100,000	*120,000	*8,400	.....	.....	24,000	June 27.
127	Colby University	30	12	12,778	5,929	1,945	1,500	*130,000	208,022	13,685	5,943	0	50,000	July 25.
128	St. John's College	75	20	5,000	.....	500	.....	100,000	0	0	1,500	25,000	0	July 4.
129	Johns Hopkins University	80	*j*20	5,000	250	.....	0	.....	3,000,000	180,000	0	0	.....	
130	Loyola College	75	.....	20,000	.....	.....	1,500	.....	.....	.....	.....	.....	.....	June 27.
131	Washington College	40–60	16	1,400	.....	275	.....	60,000	.....	.....	500	5,000	.....	July 11.
132	Rock Hill College	*e*260	.....	5,050	330	.....	1,200	50,000	0	0	.....	0	0	June 28.
133	St. Charles College	180	18	4,100	.....	.....	350	.....	.....	.....	.....	.....	.....	
134	Frederick College	40	15	3,000	.....	.....	.....	10,000	.....	.....	4,000	800	.....	
135	Western Maryland College	35, 60	*k*18	.....	.....	.....	1,000	33,000	.....	.....	3,445	1,090	.....	June 21.
136	Amherst College	100	12–20	31,793	5,000	1,307	5,318	400,000	*396,234	*25,595	.....	0	*l*180,000	June 28.
137	Boston College	60	.....	8,000	500	.....	1,000	300,000	0	0	7,000	0	0	June.
138	Boston University College of Liberal Arts	60	12–24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 13.
139	Harvard College	150	14.40–35.40	160,000	.....	.....	.....	.....	*m*2,328,997	.....	113,676	0	279,331	June 27.
140	Tufts College	75	15	20,000	7,000	4,000	.....	250,000	750,000	40,000	2,000	.....	35,000	June 20.
141	Williams College	75	12–20	17,662	.....	582	10,000	200,000	160,000	16,801	9,239	0	102,000	July 4.
142	College of the Holy Cross	*e*275	.....	*11,000	.....	.....	*1,000	*250,000	0	0	.....	.....	.....	June, last week.
143	Adrian College	15	11	300	100	.....	750	140,000	80,000	6,000	320	0	.....	June 21.
144	Albion College	0	10½–12	1,000	200	100	500	40,000	175,000	11,000	0	0	≈0	June 20.
145	University of Michigan	15 & 25	.....	23,500	7,000	621	2,000	483,000	.....	40,000	.....	.....	0	June 27.
146	Battle Creek College	20	10	0	0	0	0	75,000	0	0	3,000	0	0	June 26.

* From Report of the Commissioner of Education for 1875.
a Also $20,000 in land.
b For lowest class in preparatory department since September, 1876.
c Proceeds of church paper of the Norwegian Lutheran Synod.
d All collected within the year 1876.
e Board and tuition.
f Contingent fee.
g $800 annually.
h Not all paid in.
i Includes fuel, light, and room.
j Lodgings included.
k Includes washing, fuel, and light.
l Not all productive at present.
m This includes the university, library, and special funds, amounting to $1,376,669.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

Name.	Annual charge to each student for tuition.	Cost of board per month.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			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.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
1	39	40	41	42	43	44	45	46	47	48	49	50	51
147 Grand Traverse College	.....	.....	.....	.....	.....	.....	$40,000	$10,000	$800	$200	.....	$13,000	
148 Hillsdale College	$0	$8–10	5,000	.....	.....	.....	*150,000	*85,000	*9,000	0	$0	*70,000	June 21.
149 Hope College	60	12–15	3,000	200	.....	.....	30,000	52,000	3,600	0	0	30,000	June 27.
150 Kalamazoo College	18	10–20	3,050	.....	540	650	105,000	95,000	4,716	1,750	.....	15,000	June 20.
151 Olivet College	24–30	.....	5,048	500	215	657	90,250	116,926	6,702	1,065	0	.....	June 21.
152 Augsburg Seminary, Greek department.	15	$8\frac{1}{3}$	.....	.....	.....	.....	.....	.....	.....	350	.....	.....	June.
153 Hamline University *a*	.....	.....	.....	.....	.....	.....	120,000	.....	.....	.....	.....	.....	
154 Macalester College *b*	.....	.....	.....	.....	.....	.....	50,000	25,000	2,000	.....	.....	.....	
155 University of Minnesota	0	10–14	10,000	3,000	.....	.....	185,000	284,000	14,750	0	19,000	.....	June 7.
156 Carleton College	18, 24	11	2,*40	400	265	135	67,148	81,660	6,271	5,298	0	5,200	June 27.
157 St. John's College	*c*180	.....	*1,600	24	.....	*983	*50,000	.....	.....	.....	.....	.....	
158 Mississippi College	60	10–15	2,000	500	.....	1,400	50,000	50,000	2,000	3,600	0	.....	June 26.
159 Shaw University	0	10	300	.....	4	.....	10,000	.....	.....	.....	.....	.....	May 30.
160 University of Mississippi	25	12–20	4,847	.....	.....	2,600	287,000	.....	.....	2,600	30,000	.....	June 28.
161 Alcorn University	0	5–10	493	220	36	0	28,905	102,500	5,125	20	10,000	.....	June 20.
162 Christian University*	40	15	300	100	.....	.....	100,000	5,000	500	4,000	0	0	
163 St. Vincent's College	*c*250	.....	5,000	.....	.....	200	.....	.....	.....	.....	.....	.....	June 20.
164 University of the State of Missouri	20	6–20	10,000	1,000	.....	3,000	*375,000	.....	*d63,467	*7,055	.....	*30,000	June 7.
165 Central College	40, 50	12–16	600	50	200	500	40,000	60,000	5,000	3,500	.....	.....	June 20.
166 Westminster College*	50	12	5,000	.....	.....	.....	30,000	86,000	5,500	2,000	0	.....	June 15.
167 Lewis College	35	14	3,500	500	100	.....	50,000	.....	.....	1,500	.....	.....	June 6.
168 Pritchett School Institute	20–50	20	.....	.....	.....	.....	50,000	70,000	5,600	3,000	.....	.....	
169 Lincoln College	30	12–15	350	25	40	.....	2,000	0	0	800	0	0	June 8.
170 Hannibal College *e*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
171 Thayer College*	27	10	400	200	.....	100	50,000	0	0	500	0	0	June 17.
172 La Grange College	38	14	1,500	.....	.....	.....	30,000	.....	.....	.....	.....	.....	May 24.

173	William Jewell College	40		3,500				75,000	100,000	5,000	3,000		June 14.
174	Baptist College	40	14	150				12,000			2,000		June 1.
175	Christian Brothers' College	60	24	20,000	1,000	0		150,000	0	0	26,700	0	0 June 25.
176	St. Louis University	60	22	14,000	2,500	50	8,000					0	0 June 27.
177	Washington University	100	25–30	2,100		100		200,000	350,000	28,000	50,000	0	45,000 June 14.
178	Drury College	48	10–20	3,200		1,200	200	78,000	10,000	900	5,000	0	4,600 June 19.
179	Central Wesleyan College	7½–12	12	1,600		450		50,000	20,000		3,000	0	June 14.
180	Doane College	21	5. 20–12	250		50		50,000	20,000	2,000	700	0	0 June 19.
181	University of Nebraska	0	10–16	2,000	200	200		130,000	0	0	0	20,000	0 June 27.
182	State University of Nevada*												
183	Dartmouth College	90	9–16	*f*48,000		650		*160,000	400,000	25,000	15,000	*g*750	100,000 June 28.
184	St. Benedict's College	60		500	75		350	20,000			3,600		June 28.
185	Rutgers College	75		7,500	1,200		4,000	400,000	313,666	22,748	5,981	0	25,000 June 20.
186	College of New Jersey	75	12–24	33,000	2,000	2,000	13,800	650,000	950,000	60,000	30,000		66,000 June 21.
187	Seton Hall College	*c*400		*6,000	*200		*350	*300,000				0	0 June 20.
188	Alfred University*	24–30	12	4,676				87,600	86,000	6,025	3,543	2,992	July 5.
189	St. Bonaventure's College	200	20	5,100	500	100		192,000	0	0	27,828	0	0 June 21.
190	St. Stephen's College	0	*h*225	2,000				143,000	0	0	0	0	2,000 June 21.
191	Wells College	100	30	(3,500)		0	200	235,000	100,000	7,000	5,000		June 20.
192	Brooklyn Collegiate and Polytechnic Institute.	160	36	2,107		25		170,895			65,576	615	0 June 19.
193	St. Francis' College	60		300			100	100,000					
194	St. John's College	60						200,000	0	0	5,000	0	0
195	Canisius College	50	20	10,500			600						June 28.
196	St. Joseph's College	50	20	2,000	100			120,000					June 26.
197	St. Lawrence University	30	14–16	7,366				61,500	172,311	10,610	493	0	June 28.
198	Hamilton College	75	12–20	12,500	1,500	750		320,000	260,000	18,000	6,000		50,000 June 28.
199	St. John's College	*c*300					6,000	500,000	0	0	50,077	0	0 June 27.
200	Hobart College	75	14	12,000	6,000	163	0	350,000	126,538	9,523		0	42,777 June 21.
201	Madison University	30	10–16	10,000		400	2,500	170,000	405,000	27,894	5,200	0	50,300 June 21.
202	Cornell University *i*	75	20–28	39,000	15,000			840,000	1,284,449	80,000	25,000	*j*35,000	0 June 21.
203	Ingham University	30	20	2,700			800	20,000	0	0	4,450	0	June 20.
204	College of the City of New York	0		18,000			1,600	269,200	40,750	3,300	0	150,000	June 28.
205	College of St. Francis Xavier	60		*12,000			6,000	228,000	172,000	18,757	21,519		
206	Columbia College	100		17,500		250		750,000	5,000,000	210,000	12,940	0	June 13.
207	Manhattan College	*c*460		12,360	230	1,200	0	345,300	0	0	52,343	0	0 June 29.
208	Rutgers Female College	200	50				0	125,000	0	0	11,500	0	0 June 20.
209	University of the City of New York	0	28	3,501		99	800	328,000	185,000	12,350	0	0	5,000 June 21.
210	Vassar College	100	30	9,734		479	0	681,286	281,000	18,376	57,852	0	56,000 June 27.
211	University of Rochester	75	15–20	12,558	971	500	0	378,662	212,016	*k*15,293	10,433	0	5,000 June 27.
212	Union College	*l*120	12–20	*12,000			6,000	400,000	450,000	27,000	9,000	0	100,000 June 27.
213	Syracuse University	60	12–20	8,600	1,000	4,000	0	300,000	150,000	8,000	5,140	0	10,000 June 27.
214	University of North Carolina	60	8–15	5,300	2,000	300	12,000	*175,000	*125,000		4,860		June 7.

* From Report of the Commissioner of Education for 1875.

a Temporarily suspended in consequence of change of location.

b Suspended until new buildings are completed.

c Board and tuition.

d Total income from all sources.

e Buildings sold under deed of trust and college to be transferred to another location.

f In united libraries.

g Income from permanent State fund in academical department.

h Expenses per annum for board, washing, fuel, and lights.

i These statistics are for the courses of arts, philosophy, literature, and science, and optional courses; for statistics of agricultural and other courses see Table X, Part 1.

j From college land scrip funds.

k From productive funds and special gifts.

l Includes room rent, use of library, and incidentals.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per month.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			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.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
215	Davidson College	$70	$10–12½	3,000	.....	.....	6,000	$125,000	$85,000	$6,000	$6,000	$0	.....	June 28.
216	Rutherford College*	10–40	8–10	5,000	.....	.....	.....	25,000	0	0	4,000	0	.....	August 2.
217	North Carolina College	50	8–10	700	200	.....	800	.....	.....	.....	.....	.....	.....	May 24.
218	Trinity College	60	10–12	1,000	300	.....	11,000	45,000	8,000	.....	6,500	0	$0	June 14.
219	Wake Forest College	70	12	10,000	.....	.....	.....	20,000	30,000	2,000	4,200	0	.....	June 14.
220	Weaverville College	37	8–9	.....	.....	.....	700	12,000	0	0	2,300	0	0	June 20.
221	Wilson College	54	15	1,200	100	125	60	20,000	0	0	7,125	0	0	June 28.
222	Ohio University	30	8–12	5,500	700	.....	(*a*)	50,000	75,000	4,554	2,245	.....	.....	June 21.
223	Baldwin University	15	10	2,000	100	24	.....	37,500	103,729	6,500	.....	.....	.....	June 7.
224	German Wallace College	8–30	8–14	550	50	40	400	47,000	59,455	4,000	125	0	25,000	June 7.
225	Hebrew Union College	0	20	.....	.....	172	.....	.....	60,000	65,000	0	0	.....	.....
226	St. Xavier College	60	.....	12,400	2,000	.....	3,000	160,000	.....	.....	91,000	.....	.....	June 27.
227	University of Cincinnati	*c*0	.....	500	0	25	0	75,000	500,000	20,000	525	0	0	June 22.
228	Farmers' College of Hamilton County	0	10	.....	.....	.....	*5,000	20,000	65,000	5,000	.....	0	85,000	June 8.
229	Ohio Wesleyan University	30	10–15	9,500	.....	.....	3,500	180,000	200,000	16,000	600	0	0	June 28.
230	Kenyon College	30	12–16	3,871	.....	300	8,000	*100,000	*90,000	*6,300	.....	0	.....	June 28.
231	Denison University	25, 34	7½–10	9,000	1,000	100	3,825	300,000	210,000	13,490	1,566	0	.....	June 28.
232	Hiram College	21–30	10–16	910	.....	60	1,725	25,000	50,000	3,251	1,749	.....	2,700	June 21.
233	Western Reserve College	30	6–16	7,000	.....	.....	4,000	100,000	200,000	16,183	817	.....	.....	June 27.
234	Ohio Central College*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
235	Marietta College	38	9–14	15,420	5,000	290	11,580	130,000	.....	.....	.....	.....	40,000	June 27.
236	Mt. Union College	39	12	*4,168	*350	.....	.....	*385,473	*78,000	*10,965	*16,575	0	.....	July 26.
237	Franklin College	40	10	200	.....	.....	2,000	10,000	10,000	.....	1,200	.....	.....	June 28.
238	Muskingum College	30	10	500	.....	.....	40	25,000	.....	.....	1,700	.....	.....	June 28.
239	Oberlin College	9	12	10,000	.....	.....	5,000	500,000	116,000	9,600	3,138	.....	0	August 8.
240	McCorkle College	30	10–12	150	.....	50	.....	12,000	8,000	700	600	.....	.....	June 28.
241	One Study University*	43	14	800	.....	.....	1,000	25,000	0	0	3,500	0	0	June 20.
242	Miami Valley College	*d*30	.....	.....	.....	.....	.....	.....	(*e*)	.....	*d*10,000	.....	.....	September 1.

243	Wittenberg College	30	10–18	2,000	100	50	5,000	75,000	100,000	8,000	2,500	0	0	June 28.
244	Heidelberg College	17–26	14	4,300	.....	100	.....	25,000	60,000	4,737	1,300	0	*f*90,000	June 21.
245	Urbana University	60	18	5,000	.....	.....	.....	25,000	.....	4,000	1,500	0	.....	June 27.
246	Otterbein University	24	*g*10–14	1,000	.....	50	700	75,000	60,000	6,000	2,845	0	.....	May 31.
247	Geneva College	30	10–16	490	.....	.....	.....	11,000	0	0	1,906	0	.....	June 21.
248	Willoughby College	30	12	.....	.....	.....	.....	25,000	.....	.....	.....	.....	.....	.....
249	Wilmington College	39	14	900	.....	350	.....	56,000	6,000	480	2,250	.....	.....	June 27.
250	University of Wooster	45	16	6,000	500	1,000	.....	150,000	150,000	9,000	7,500	.....	20,000	June 20.
251	Wilberforce University	$20\frac{1}{2}$	6–8	4,000	100	.....	.....	65,000	11,000	800	2,350	0	.....	.....
252	Xenia College	36	*g*16, 40	300	.....	.....	.....	20,000	.....	.....	1,800	.....	.....	June 20.
253	Antioch College	$37\frac{1}{2}$	14	6,000	1,000	100	600	200,000	122,000	9,830	2,196	.....	.....	June 20.
254	Corvallis College*	80	.....	0	.....	.....	.....	10,000	.....	.....	1,500	5,000	.....	July 1.
255	University of Oregon	40	16	0	0	0	0	60,000	75,000	7,500	1,500	0	0	July 20.
256	Pacific University & Tualatin Academy*	25–45	12–20	5,500	200	.....	.....	15,000	65,000	6,500	1,800	.....	.....	June 7.
257	McMinnville College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
258	Christian College	40	15	200	0	50	0	32,000	18,000	1,600	1,900	0	20,500	June 13.
259	Philomath College	30	10	112	70	23	30	20,000	19,000	1,890	489	.....	0	June 24.
260	Muhlenberg College*	50–60	15–20	1,200	.....	.....	2,400	100,000	43,000	2,400	5,000	0	17,000	June 28.
261	Lebanon Valley College	45	14	1,200	100	77	150	62,000	.....	.....	4,000	.....	.....	June 7.
262	Dickinson College	$6\frac{1}{4}$	12–16	7,810	200	75	19,929	200,000	184,000	12,000	0	0	0	June 28.
263	Pennsylvania Military Academy	*d*550	.....	1,200	.....	200	800	125,000	.....	.....	20,000	.....	.....	June 21.
264	Lincoln University*	25	.....	4,000	.....	.....	.....	125,000	95,000	.....	.....	.....	.....	.....
265	Lafayette College	45	12–20	16,000	.....	.....	4,800	584,000	.....	23,623	7,452	0	.....	July 3.
266	Ursinus College	40, 48	15	.....	.....	.....	.....	35,000	24,000	.....	2,300	0	.....	June 28.
267	Pennsylvania College	50	13	7,700	.....	100	12,000	120,000	142,076	7,150	5,700	.....	.....	June 28.
268	Thiel College	40	8	4,000	.....	.....	.....	48,000	.....	.....	2,476	.....	1,000	June 21.
269	Haverford College	*d*425	.....	7,150	500	315	3,800	350,000	120,000	6,644	*d*16,137	0	20,000	June 27.
270	Monongahela College	21, 30	12–14	130	15	10	.....	30,000	30,000	1,800	600	.....	0	July 28.
271	Franklin and Marshall College	39	16	3,000	1,000	100	8,000	150,000	120,000	7,000	150	0	.....	June 28.
272	St. Vincent's College	*d*180	.....	14,000	0	500	2,500	104,000	0	0	0	0	0	June 27.
273	University at Lewisburg	36	8–16	5,355	3,135	100	1,184	162,000	130,000	8,775	4,000	0	0	June 27.
274	St. Francis' College	.....	20	3,000	600	.....	.....	*250,000	.....	.....	16,000	.....	.....	June 26.
275	Allegheny College	0	*h*10–12	10,000	2,000	.....	4,000	300,000	200,000	14,000	*i*3,000	.....	.....	June 28.
276	Mercersburg College	*d*205	.....	500	80	18	5,000	50,000	20,000	900	.....	0	0	June 29.
277	Palatinate College	32–40	.....	.....	25	.....	925	30,500	.....	.....	4,500	.....	.....	.....
278	New Castle College	40	6–12	350	50	50	100	6,000	0	0	4,000	.....	.....	June 19.
279	Westminster College	.....	10	3,000	100	.....	600	25,000	72,000	6,200	.....	.....	.....	June 20.
280	La Salle College*	60–80	.....	5,000	.....	.....	.....	80,000	.....	.....	9,800	.....	.....	June 17.
281	St. Joseph's College	0	.....	2,400	500	100	1,500	160,000	0	0	.....	0	0	September 3.
282	University of Pennsylvania	150	.....	20,000	.....	.....	.....	*j*480,000	417,000	22,700	30,000	0	0	June 28.
283	Western University of Pennsylvania	100	.....	2,800	300	0	800	200,000	250,000	11,983	17,353	0	.....	June 28.
284	The Lehigh University	0	14–24	.....	.....	.....	.....	600,000	.....	.....	0	.....	.....	June 21.
285	Swarthmore College	*d*350	.....	2,500	500	200	500	500,000	80,000	5,000	*d*77,230	0	60,000	June 19.
286	Augustinian College of St. Thomas of Villanova.	*d*300	.....	6,000	1,000	0	3,000	*280,000	0	0	15,000	.....	.....	June 27.

* From Report of the Commissioner of Education for 1875.
a Included in college library.
b From productive funds and contributions.
c Free to residents of Cincinnati; $60 to others.
d Board and tuition.
e A farm of 67 acres and Mechanics' Hall.
f Including subscriptions.
g Board and room.
h Includes board, room rent, fuel, lights, care of room, and washing of bed linen; coöperative plan.
i From contingent fees.
j Including apparatus of Towne Scientific School.

TABLE IX.—*Statistics of universities and colleges for* 1876, *&c.*—Concluded.

	Name.	Annual charge to each student for tuition.	Cost of board per month.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			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.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
287	Washington and Jefferson College	$24	$12	2,100	.....	.....	.....	$150,000	$183,000	$11,250	.....	.....	.....	June 26.
288	Waynesburg College	16	15	400	150	.....	300	8,000	30,000	2,500	$1,000	.....	.....	August 22.
289	Brown University	75	14–33	46,000	10,000	824	0	*1,500,000	718,753	46,094	27,629	$0	$83,816*a*	June 29.
290	College of Charleston	40	.....	8,000	.....	.....	.....	30,000	170,000	12,000	800	.....	30,000	March 27.
291	University of South Carolina	0	8–15	28,000	6,000	.....	2,000	500,000	0	*b*1,200	0	42,100	*c*15,000	December.
292	Erskine College	40	12	5,500	500	.....	.....	35,000	40,000	3,000	140	0	60,000	July 4.
293	Furman University	0	*d*14–18	2,000	500	.....	700	75,000	200,000	14,000	.....	0	10,000	June 20.
294	Wofford College	44, 64	15	1,500	.....	.....	3,000	*100,000	.....	.....	.....	.....	.....	June 27.
295	Newberry College	45	10	5,500	800	380	700	10,000	.....	300	2,700	0	.....	June.
296	East Tennessee Wesleyan University	40	10	1,000	.....	.....	300	*12,000	.....	.....	.....	.....	*e*1,000	June 7.
297	Beech Grove College	50	10	.....	.....	.....	500	5,000	0	0	2,000	0	.....	June 15.
298	Bradyville College *f*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
299	King College	40, 50	8–15	.....	.....	.....	*1,000	18,000	25,000	1,500	1,800	0	.....	
300	South Western Presbyterian University	70	18	1,000	.....	.....	2,000	75,000	100,000	6,000	4,000	0	0	June 7.
301	Neophogen Male and Female College	*g*150	.....	*1,200	.....	.....	*400	20,000	.....	.....	.....	.....	.....	
302	Hiwassee College	30–40	10	(1,522)		42	.....	15,000	0	0	2,500	0	0	May 31.
303	Greeneville and Tusculum College	20, 30	6–10	6,000	50	75	2,000	10,000	12,000	720	600	0	12,000	April 20.
304	Southwestern Baptist University	40–60	10–14	.....	.....	.....	.....	50,000	44,000	2,600	4,500	0	.....	May 31.
305	East Tennessee University	36	10	3,214	.....	175	1,600	135,000	.....	.....	2,579	.....	.....	June 14.
306	Cumberland University	32½	15–20	3,000	.....	.....	.....	6,000	.....	.....	3,000	.....	.....	June 6.
307	Bethel College	50	10	398	.....	.....	.....	12,000	.....	.....	3,000	.....	.....	June 7.
308	McKenzie College	25	10–12	520	100	13	.....	12,000	0	0	2,500	0	0	June 16.
309	Manchester College	40	12	0	0	0	0	10,000	0	0	.....	0	0	June 22.
310	Maryville College	22	8–12	3,000	.....	200	.....	60,000	13,300	798	2,000	.....	.....	May 31.
311	Christian Brothers' College	60	19	2,500	1,000	500	1,500	45,000	.....	.....	7,000	0	.....	June 26.
312	Mosheim Male and Female Institute	7½–15	8–10	250	.....	5	.....	2,500	.....	.....	600	.....	.....	May 18.
313	Mossy Creek Baptist College	30	8	.....	.....	.....	1,000	50,000	.....	.....	2,500	.....	.....	June 7.
314	Central Tennessee College	9	8½	2,000	500	200	0	60,000	8,000	350	843	0	0	May 18

315	Fisk University	11	10	1,300				175,000	0	0		0	0	May 31.
316	Vanderbilt University	70	16–20	6,500	500			450,000	600,000	42,000	h6,549	0	30,000	June 20.
317	University of the South	100	16	6,000	1,200	250		100,000	50,000	2,500	16,500			August 2.
318	Woodbury College	18–34	12					5,000	0	0	700	0	0	June 1.
319	Texas Military Institute	75	15	1,000	500	100		75,000	0	0	6,000		0	June 6.
320	St. Joseph's College	20	15	2,000	500	150		20,000			3,000			September 1.
321	University of St. Mary*	60	30	300	150			25,000	0	0	5,000	0	0	July 1.
322	Southwestern University	50	15	1,200	80	600	400	35,000			3,200			July 10.
323	Henderson Male and Female College							10,000	0	0	4,000	0		
324	Baylor University	50	12½	1,350	250	100		30,000	16,000	1,600	2,000	0	0	June 7.
325	Salado College	20–60	12–15	200				12,000	0	0				June 29.
326	Trinity University	50	15					45,000			7,200			June 15.
327	Waco University		15	1,200	600	32	0	33,000	13,000		11,000	0	0	June 18.
328	University of Vermont and State Agricultural College.	45	12–15	16,827	3,000	750	2,500	244,100	29,250	1,755	3,257	43,600	13,500	June 27.
329	Middlebury College	45	10	13,000		200	1,000	125,000	180,000	12,000	600	0	70,000	June 27.
330	Norwich University			2,000			600	*20,000						June 16.
331	Randolph Macon College	75	10–16	10,000				100,000				0		June 21.
332	Emory and Henry College*	60	10	4,580			9,000	130,000	0	0	9,628	0	0	June 14.
333	Hampden Sidney College	60	8–16	2,500	150		5,500	65,000	91,000	5,400	11,830	0		June 14.
334	Washington and Lee University	100		11,000	2,000	100	5,000	150,000	125,000	8,750	4,997	0		June 27.
335	Richmond College	50–80	9–13	6,000	1,000	200	2,000	150,000	93,000	6,000	6,000	0	3,000	June 21.
336	Roanoke College	50	10–18	10,500	2,500	300	1,000	75,000	0	0	8,000	0	0	June 20.
337	University of Virginia	j25	10–20	40,000				520,000						June 28.
338	College of William and Mary	40	12–25	5,000				75,000	50,000	3,500	800	30,000	10,000	July 4.
339	Bethany College	k10	8–15	2,000			3,000	150,000	37,000	3,300	3,000	0		June 21.
340	West Virginia College	40	10	574		37	0	15,000	0	0		0	0	July 5.
341	West Virginia University	15, 24	14–16	4,500		175	100	125,000	108,778	6,500	1,200	26,125	0	June 28.
342	Lawrence University	21	8–12	8,000		120		50,000	60,000	4,000	l3,350			June 28.
343	Beloit College	36	m12	8,500	2,000	652	1,000	75,000	135,000	11,000	3,792		15,000	June 27.
344	Galesville University	27	12	4,000	500	80		20,000	15,000	1,200	1,300	0	0	June 28.
345	University of Wisconsin	0	8–15	7,500		800	800	350,000	358,389	32,000	8,000	17,303	5,000	June 19.
346	Milton College	27–33	13½	1,600	1,000	50	400	40,050	6,000	400	3,614	0	0	June 28.
347	St. John's College	40		3,500		500	3,000	80,000			10,000			June 28.
348	Racine College	g400		*1,000				155,000	30,000	2,700	g52,197			June 27.
349	Ripon College	21, 24	10–20	4,000	500	25		65,000	57,000	4,475	3,050	0	0	June 27.
350	Pio Nono College and Teachers' Sem'y*			500	600			80,000			20,000			June 30.
351	Northwestern University	32	12	2,000		100	50	50,000			2,300			June 27.
352	Georgetown College	60	26	30,000		250	4,000	420,000	0				0	June 28.
353	Columbian University	60	18	5,000			1,500	600,000	95,000				18,000	June 6.
354	Howard University	12	9	(10,000)					50,000	n10,000	1,200			June 14.
355	National Deaf Mute College	g150		2,100		100	110	(o)	(o)	(o)	(o)	(o)	0	April 11.
356	University of Deseret		25	2,553		159		p1,500			2,856	5,000		June 1.

* From Report of the Commissioner of Education for 1875. *a* Exclusive of agricultural fund of $50,000. *b* Rents from land. *c* Paid by State. *d* Including fuel, lights, and washing. *e* Annually. *f* Not yet fully organized. *g* Board and tuition. *h* From tuition and other fees. *i* From lands given by State. *j* In each school. *k* Tuition free to ministers' sons and to young men preparing for the ministry. *l* Includes incidental fees. *m* Includes room rent. *n* From funds and rents. *o* See Columbia Institute for Deaf and Dumb, Table XIX. *p* Value of 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.
St. Vincent's College	Los Angeles, Cal.	Elmira Female College	Elmira, N. Y.
Christian College of the State of California.	Santa Rosa, Cal.	St. Louis College	New York, N. Y., (228-232 W. 42d st.)
University of Colorado	Boulder, Colo.	Buchtel College	Akron, Ohio.
St. Bonaventure's College	Terre Haute, Ind.	Capital University	Columbus, Ohio.
College of the Immaculate Conception.	New Orleans, La.	Richmond College	Richmond, Ohio.
		Willamette University	Salem, Oreg.
Straight University	New Orleans, La.	Burritt College	Spencer, Tenn.
St. Clement's Hall	Ellicott City, Md.	Austin College	Huntsville, Tex.
Mt. St. Mary's College	Emmittsburg, Md.	Marvin College	Waxahachie, Tex.
Jefferson College	Washington, Miss.	Gonzaga College	Washington, D. C.
Woodland College	Independence, Mo.	Holy Angels' College	Vancouver City, Wash.
St. Joseph College	St. Joseph, Mo.		
Nebraska College	Nebraska City, Nebr.		

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
Evening Shade College	Evening Shade, Ark	See Table VI, Part 3.
University College	San Francisco, Cal	See Table VI, Part 3.
Evans University	Evans, Colo	Not yet organized.
College of the Sacred Heart of Jesus	Ruma, Ill	Closed.
Bourbon College	Bourbon, Ind	See Table VI, Part 3.
Whittier College	Salem, Iowa	See Table III.
Madison College	Sharon, Miss	Not in existence.
Wilbur College	Wilbur, Oreg	Not in existence.
West Tennessee College	Jackson, Tenn	Closed, being superseded by the Southwestern Baptist Univ'ty.
Franklin College	Nashville, Tenn	Closed.
Wiley University	Marshall, Tex	See Table VI, Part 3.
University of Idaho	Boise City, Idaho	Not yet established.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1876; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
							Students.		Corps of instruction.		Students.											
						Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												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	....	....	....	6	....	78	46	....	16	....	8	....	8	....	24	2
2	Arkansas Industrial University	Fayetteville, Ark	1871	1871	N. P. Gates	2	117	36	10	0	66	21	3	13	5	10	....	10	4	....	1
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal	1868	1868	John Le Conte, M. D	0	0	0	31	2	126	46	0	48	0	17	0	15	0	13	3
4	Colorado	——, Colo	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
5	Sheffield Scientific School of Yale College.	New Haven, Conn	1701	1846	Rev. Noah Porter, D. D., LL. D.	0	0	0	32	0	188	73	....	63	....	52	....	....	....	12	30
6	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
7	State Agricultural College *a*	Eau Gallie, Fla	....	1875	Hon. John Varnum, (treasurer.)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
8	Georgia State College of Agriculture and Mechanic Arts, (University of Georgia.)	Athens, Ga	1785	1872	L. H. Charbonnier, A. M	0	0	0	(*b*)	....	93	....	....	....	....	....	....	....	....	....	....
9	North Georgia Agricultural College,* (University of Georgia.)	Dahlonega, Ga	1872	1873	Hon. D. W. Lewis	....	(245)		3	....	....	....	....	....	....	....	....	....	....	....	....
10	Illinois Industrial University	Champaign, Ill	1867	1868	John M. Gregory, LL. D	1	....	....	24	....	380	124	35	76	20	58	23	39	5	....	6
11	Purdue University	La Fayette, Ind	1869	1874	Emerson E. White, A. M., LL. D.	....	40	9	7	0	16	8	0	6	0	1	0	1	0	1	1
12	Iowa State Agricultural College	Ames, Iowa	1858	1869	A. S. Welch, LL. D	0	0	0	16	0	273	107	47	42	17	32	8	16	4	29	....
13	Kansas State Agricultural College	Manhattan, Kans	1863	1863	John A. Anderson	....	....	....	14	2	c303	60	46	71	38	33	20	12	8	....	....

* From Report of the Commissioner of Education for 1875.

a College not yet fully organized.

b Reported with classical department, (see Table IX.)

c Includes 9 in fifth year and 6 in sixth year.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, &c.*—Continued.

	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
14	Agricultural and Mechanical College of Kentucky, (Kentucky University.)	Lexington, Ky	1865	1866	Jno. B. Bowman, LL. D., (regent.) Jas. K. Patterson, Ph. D., (presiding officer.)	....	....	....	10	....	105	....	....	....	....	....	....	....	....	....	....	....
15	Agricultural and Mechanical College of Louisiana.	New Orleans, La	1874	1874	J. L. Cross	1	61	....	5	0	65	36	0	22	0	7	0	0	0	50	0
16	Maine State College of Agriculture and Mechanic Arts.	Orono, Me	1865	1868	Rev. Charles F. Allen, D.D	0	0	0	8	...	91	18	2	32	3	18	2	14	2	2	....
17	United States Naval Academy	Annapolis, Md	0	1845	Rear-Admiral C. R. P. Rodgers, U. S. N., (superintendent.)	0	0	0	65	0	345	152	0	87	0	60	0	46	0	0	0
18	Maryland Agricultural College	College Station, Md	1856	1859	William H. Parker	1	10	....	7	..	47	1	....	2	....	2	....	42	....	....	0
19	Massachusetts Agricultural College.	Amherst, Mass	1863	1864	William S. Clark, Ph. D., LL. D.	....	....	....	7	2	60	18	....	12	....	18	....	12	....	5	4
20	Massachusetts Institute of Technology.	Boston, Mass	1861	1862	John D. Runkle, Ph. D., LL. D.	0	0	0	35	0	183	42	2	67	0	28	0	44	0	88	22
21	Michigan State Agricultural College.	Lansing, Mich	1855	1857	Theophilus C. Abbot, LL. D.	0	0	0	12	0	151	70	2	45	0	16	0	18	0	10	5
22	Colleges of Agriculture and of Mechanic Arts, (University of Minnesota.)	Minneapolis, Minn	1868	1870	William W. Folwell, A. M	....	2	....	4	....	5	....	....	....	....	2	....	3	....	1	3
23	School of Agriculture and Mechanic Arts, (University of Mississippi.)	Oxford, Miss	1844	1871	Alex. P. Stewart, (chancellor.)	(*a*)	(*a*)	....	(*a*)	0	....	....	....	....	....	....	....	....	....	....	....
24	Agricultural and Mechanical department of Alcorn University.	Rodney, Miss	1871	1871	Rev. Hiram R. Revels, D.D	2	41	....	3	0	0	....	....	....	....	....	....	....	....	0	0

25	Missouri Agricultural and Mechanical College, (University of Missouri.)	Columbia, Mo	1839	1870	George C. Swallow, LL.D., (dean.)	...	(a)	..	10	...	(a)	..	..	....	..	...	..	...	..	...	....
26	Missouri School of Mines and Metallurgy, (University of Missouri.)	Rolla, Mo	1870	1871	Charles P. Williams, Ph. D., (director.)	....	19	....	6	0	20	11	0	4	0	5	0	...	...	31	2
27	The Industrial College of the University of Nebraska.	Lincoln, Nebr	1871	1871	Rev. E. B. Fairfield, D. D., LL. D.	0	0	0	5	0	13	9	...	2	...	1	...	1	..	....	....
28	College of Agriculture,* (University of Nevada.)	Elko, Nev	.....	1874	D. R. Sessions	(a)	(a)	(a)	...	....	....	....	....	....	....	....	....	....	....	....	....
29	New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	Hanover, N. H	1866	1866	Rev. Asa D. Smith, D. D., LL. D. *b*	...	...	..	12	....	24	8	...	3	....	13	..	....	....	....	....
30	Rutgers Scientific School, (Rutgers College.)	New Brunswick, N.J	.....	1865	Rev. William H. Campbell, D. D., LL. D.	0	0	0	11	0	42	9	..	12	....	8	..	13	...	2	0
31	Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c., (Cornell University.)	Ithaca, N. Y	1865	1868	Hon. A. D. White, LL. D	0	0	0	40	2	201	68	4	48	2	40	0	39	0	10	14
32	United States Military Academy	West Point, N. Y	.....	1802	Maj. Genl. John M. Schofield, U. S. A., (supt.)	...	..	...	57	...	305	98	...	80	....	50	...	77	..	....	....
33	Agricultural and Mechanical College, (University of North Carolina.)	Chapel Hill, N. C	1789	.....	Hon. Kemp P. Battle	0	0	0	9	...	50	27	...	17	...	6	..	..	....	11	....
34	Ohio Agricultural and Mechanical College.	Columbus, Ohio	1870	1870	Edward Orton, Ph. D	0	0	0	12	0	49	20	1	16	2	7	..	3	...	100	0
35	Corvallis State Agricultural College.	Corvallis, Oreg	1868	1868	B. L. Arnold	1	..	...	3	....	51	..	..	....	....	....	....	....	....	....	6
36	Pennsylvania State College	State College, Pa	1854	1859	Rev. James Calder, D. D	2	71	16	11	...	61	23	7	12	1	12	2	4	..	..	1
37	Agricultural and Scientific department, (Brown University.)	Providence, R. I	.....	.....	Rev. E. G. Robinson, D. D., LL. D.	0	0	0	(a)	1	32	14	....	12	....	1	..	5	..	....	....
38	South Carolina Agricultural College and Mechanics' Institute, (Claflin University.)	Orangeburg, S. C	1872	1874	Rev. Edward Cooke, D. D	(c)	(c)	(c)	4	....	100	48	44	5	3	..	..	..	..	....	....
39	Tennessee Agricultural College, (East Tennessee University.)	Knoxville, Tenn	1869	1869	Rev. Thomas W. Humes, S. T. D.	5	176	...	12	..	104	41	..	27	....	25	..	11	..	18	2
40	State Agricultural and Mechanical College of Texas.	Bryan, Tex	1871	1876	Thomas S. Gathright	0	...	....	6	..	60	..	....	..	....	..	..	..	..	30	....
41	University of Vermont and State Agricultural College.	Burlington, Vt	1865	1865	Matthew H. Buckham, A.M	0	0	0	8	0	24	6	1	5	2	3	0	6	1	3	1
42	Virginia Agricultural and Mechanical College.	Blacksburg, Va	1872	1872	Charles L. C. Minor, M.A., LL. D.	....	..	0	7	0	255	..	....	....	....	....	..	....	....	....	....
43	Hampton Normal and Agricultural Institute.	Hampton, Va	1870	1872	S. C. Armstrong, (principal)	2	27	17	(d)	(d)	(d)	....	....	....	....	..	..	....	....	0	0
44	Agricultural department of West Virginia University.	Morgantown, W. Va	1867	1867	Rev. J. W. Scott, D. D., LL. D., (acting.)	...	(a)	...	(a)	(a)	(a)	....	....	....	....	....	....	....	....	....	....
45	Departments of Civil Engineering, Mining, and Metallurgy, (University of Wisconsin.)	Madison, Wis	1848	1866	John Bascom, LL. D	..	(a)	(a)	(a)	0	(a)	....	..	....	....	....	..	..	....	....	....

* From Report of the Commissioner of Education for 1875.
b Resigned and succeeded by Rev. Samuel C. Bartlett, D. D.

a Reported with classical department, (see Table IX.)
c See Table VII. *d* See Table III.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, &c.*—Continued.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.			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.	
							Number of volumes.	Number of pamphlets.	Increase in the last school year in books.							
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	State Agricultural and Mechanical College	.....	....	4	40	$40	3,500	250	500	.....	$100,000	$253,500	$20,280	$2,000	.....	June 27.
2	Arkansas Industrial University	478	....	4	40	45	560	70	12	0	300,000	130,000	10,400	1,977	$11,249	June 15.
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	0	0	4	38	0	(a)	(a)	(a)	(a)	(a)	(a)	.....	.....	b40,000	June 6.
4	Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Sheffield Scientific School of Yale College	27	1	3	37	150	5,000	.....	.....	.....	.....	*280,123	*17,000	.....	.....	June 26.
6	Agricultural department of Delaware College.*	30	....	3	40	200	(a)	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)	June 21.
7	State Agricultural College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Georgia State College of Agriculture and Mechanic Arts, (University of Georgia.)	219	....	3, 4	43½	0	(a)	.....	(a)	(a)	(a)	(a)	(a)	0	.....	August 1.
9	North Georgia Agricultural College,* (University of Georgia.)	.....	....	3	.....	0	1,000	.....	.....	.....	80,000	45,000	3,500	350	.....	
10	Illinois Industrial University	.....	....	4	36	0	10,600	1,250	600	.....	741,104	319,000	32,543	d7,938	6,645	June 6.
11	Purdue University	0	0	4	38	e0	1,050	500	500	0	239,695	310,000	20,313	0	11,000	June 14.
12	Iowa State Agricultural College	0	0	4	37	0	4,500	700	.....	0	485,202	500,000	40,000	0	23,000	November 14.
13	Kansas State Agricultural College	0	0	6	37	0	2,800	.....	.....	.....	131,791	238,101	20,490	0	15,300	May 24.
14	Agricultural and Mechanical College of Kentucky, (Kentucky University.)	300	....	4	40	f30	.....	.....	.....	.....	200,000	165,000	9,900	.....	0	June 14.
15	Agricultural and Mechanical College of Louisiana.	.....	0	4	40	0	300	100	29	0	40,000	196,200	13,734	0	0	June 29.
16	Maine State College of Agriculture and Mechanic Arts.	.....	....	4	36	0	2,641	583	271	.....	125,000	134,000	7,864	.....	8,500	June 27.
17	United States Naval Academy	0	0	6	40	0	18,171	783	493	0	3,000,000	0	0	0	0	June 20.
18	Maryland Agricultural College	.....	0	4	40	g50	0	0	.....	1,500	100,000	100,000	6,700	13,895	6,000	June 21.
19	Massachusetts Agricultural College	0	4	4	39	h75	433	100	50	537	225,000	253,000	21,978	6,000	5,000	June 20.
20	Massachusetts Institute of Technology	0	3	4	35	125–200	*3,000	.....	.....	.....	350,000	*250,000	*17,500	45,000	7,000	

21	Michigan State Agricultural College	0	0	4	37	0	3,700	500	250	300	195,803	235,773	16,850	0	14,393	November 27.
22	College of Agriculture and of Mechanic Arts, (University of Minnesota.)	.....	...	4,2	38	.....	(a)	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)	June 7.
23	School of Agriculture and Mechanic Arts, (University of Mississippi.)	.....	...	4	39	25	(a)	.....	.....	(a)	(a)	.....	.....	(a)	(a)	June 28.
24	Agricultural and mechanical department of Alcorn University.	0	0	4	39	0	50	0	0	0	(a)	(a)	(a)	0	(a)	June 20.
25	Missouri Agricultural and Mechanical College, (University of Missouri.)	.....	...	4	40	.....	(a)	.....	.....	.....	(a)	.....	(a)	(a)	(a)	June 7.
26	Missouri School of Mines and Metallurgy, (University of Missouri.)	.....	...	3	41	20	1,491	267	52	.....	43,000	(j)	1,500	1,000	10,000	June 28.
27	The Industrial College of the University of Nebraska.	.....	...	4	37	.....	200	50	20	0	20,000	0	0	.....	.....	June 27.
28	College of Agriculture,* (University of Nevada.)	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
29	New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	12	23	3	30	30	1,200	350	.....	200	120,000	80,000	4,800	150	900	May 2.
30	Rutgers Scientific School, (Rutgers College.)	40	0	4	36	k75	(a)	.....	.....	.....	(a)	116,000	6,960	(a)	0	June 20.
31	Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c., (Cornell University.)	(a)	0	4	37	75	(a)	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)	June 21.
32	United States Military Academy	.....	...	4	.....	.....	26,000	900	664	.....	.....	.....	.....	.....	.....	
33	Agricultural and Mechanical College, (University of North Carolina.)	94	...	3	42	60	500	100	.....	750	.....	125,000	7,500	2,205	.....	June 7.
34	Ohio Agricultural and Mechanical College	.....	...	4,6	37	0	1,000	.....	100	.....	500,000	500,000	30,000	0	0	June 20.
35	Corvallis State Agricultural College	60	...	6	40	0	.....	.....	.....	.....	7,000	.....	.....	.....	5,000	June 27.
36	Pennsylvania State College	.....	...	4	40	0	1,900	.....	100	1,700	532,000	500,000	30,000	.....	.....	June 28.
37	Agricultural and scientific department, (Brown University.)	30	...	4	40	0	.....	.....	.....	.....	.....	50,000	3,000	.....	.....	
38	South Carolina Agricultural College and Mechanics' Institute, (Claflin University.)	.....	...	4	33	0	.....	.....	.....	.....	10,000	191,800	11,508	0	.....	June 7.
39	Tennessee Agricultural College, (East Tennessee University.)	275	...	4	40	36	(a)	.....	(a)	(a)	(a)	396,000	11,880	(a)	0	June 14.
40	State Agricultural and Mechanical College of Texas.	.....	...	5	39	0	.....	.....	.....	.....	150,000	174,000	12,000	.....	.....	June 27.
41	University of Vermont and State Agricultural College.	0	(a)	4	38	45	(a)	(a)	(a)	(a)	(a)	0	0	1,350	0	June 27.
42	Virginia Agricultural and Mechanical College.	132	0	3	43	30	500	.....	0	250	95,000	172,000	20,658	920	15,000	August 9.
43	Hampton Normal and Agricultural Institute.	100	...	4	37	0	(l)	.....	(l)	0	200,000	115,000	12,000	0	0	May 24.
44	Agricultural department of West Virginia University.	0	0	4	42	24	(a)	.....	(a)	.....	(a)	(a)	(a)	(a)	(a)	June 28.
45	Departments of Civil Engineering, Mining, and Metallurgy, (University of Wisconsin.)	.....	..	4	38	0	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	June 19.

* From Report of the Commissioner of Education for 1875.
a Reported with classical department, (Table IX.)
b For a building for the mining and metallurgical departments.
c College not yet fully organized.
d From incidental fees and room rents.
e $15 for entrance fees and incidental charges.
f Paid entirely in tuition coupons of stock subscriptions.
g Tuition is free to all students from the State.
h Includes room rent in dormitories.
i Value of buildings.
j One-third income from land grant of 330,000 acres.
k All deserving indigent young men receive free tuition.
l See Table III.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national grant of lands, for 1876; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
						Instructors.	Students.		Corps of instruction.		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.		Number in partial course.	Number of graduate students.
												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	Mining Institute*	Colorado Springs, Colo.	.....	1875	James H. Kerr	...	...	...	2	....	28	21	7	....	....	....	....	....	....	....	....
2	Agricultural College of Colorado *a*	Fort Collins, Colo ..	.....	.....	James M. Galloway, (sec'y)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	State School of Mines	Golden, Colo.	1870	1874	Hon. Wm. A. H. Loveland.	0	0	0	3	5	16	16	0	....	0	....	0	....	0	3	0
4	Rose Polytechnic Institute *a*	Terre Haute, Ind...	1874	1874	Chauncey Rose, (president of corporation.)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	College of Agriculture, *b* (Boston University.)	Boston, Mass.	.....	.....	.....	...	...	...	...	...	29	....	....	....	....	....	....	....	....	....	....
6	School of All Sciences, (Boston University.)	Boston, Mass., (20 Beacon st.)	1869	1874	John W. Lindsay, S. T. D., (acting dean.)	...	...	...	...	...	*c*10	....	....	....	....	....	....	....	....	....	....
7	Lawrence Scientific School, (Harvard University.)	Cambridge, Mass...	1642	1848	Henry L. Eustis, A. M., (dean.)	0	0	0	25	0	22	4	....	7	....	3	....	8	....	7	....
8	Bussey Institution, (Harvard University.)	Jamaica Plain, Mass	.....	.....	Francis H. Storer, A. M., (dean.)	...	...	...	7	....	6	....	....	....	....	....	....	....	....	....	....
9	Worcester County Free Institute of Industrial Science.	Worcester, Mass ...	1865	1868	Charles O. Thompson, A. M., (principal.)	...	...	...	11	1	93	38	....	28	....	27	....	....	....	2	2
10	Polytechnic School of Washington University.	St. Louis, Mo.	1853	1857	Calvin M. Woodward, A. M., (dean.)	0	0	0	12	5	41	12	3	12	2	6	0	6	0	6	4
11	Chandler scientific department of Dartmouth College.	Hanover, N. H	1769	1852	Rev. Asa D. Smith, D. D., LL. D. *d*	0	0	0	18	0	74	21	....	23	...	17	....	13	....	0	0
12	Thayer School of Civil Engineering, (Dartmouth College.)	Hanover, N. H.....	1769	1871	Rev. Asa D. Smith, D. D., LL. D *d*	0	0	0	5	...	6	2	....	4	....	....	....	....	....	....	....
13	Stevens Institute of Technology..	Hoboken, N. J.....	1870	1871	Henry Morton, Ph. D	5	35	0	8	0	84	24	0	24	0	27	0	9	0	6	2
14	John C. Green School of Science, (College of New Jersey.)	Princeton, N. J.....	1746	1873	Rev. James McCosh, D. D., LL. D.	0	0	0	15	1	44	9	....	10	....	13	....	12	....	....	4
15	Cooper Union Free Night Schools of Science and Art.	New York, N. Y....	1859	1857	Fitz Gerald Tisdall, jr., Ph. D., (director.)	0	0	0	0	20	*e*566	320	26	90	19	64	5	22	3	....	3

16	School of Mines of Columbia College.	New York, N. Y.	1754	1864	Charles F. Chandler, Ph. D., M. D., LL. D., (dean of faculty.)	0	0	0	26	0	207	61	0	71	0	44	0	31	0	20		3
17	Scientific department, University of the City of New York.	New York, N. Y.	1830	1871	Rev. Howard Crosby, D. D., LL. D., (chancellor.)	....	....	....	(*f*)	(*f*)	88	23	....	32	....	20	....	13	....	....	....	....
18	Engineering School of Union College.	Schenectady, N. Y.	1795	1845	Rev. E. N. Potter, D. D.	....	....	....	13	....	28	7	....	6	....	4	....	11	....	....	....	....
19	Rensselaer Polytechnic Institute.	Troy, N. Y.	1826	1824	Hon. James Forsyth	0	0	0	14	1	179	59	....	47	....	37	....	36	....	7	....	
20	Toledo University of Arts and Trades.	Toledo, Ohio	.....	1872	Hon. Richard Mott, (president board of trustees.)	*g*2	*g*20	*g*11	....	....	....	....	....	....	....	....	....	....	....	....	....	....
21	Scientific department of Willamette University.	Salem, Oreg	1853	1844		....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
22	Pardee scientific department in Lafayette College.	Easton, Pa	1826	1866	Rev. Wm. C. Cattell, D. D	0	0	0	(*f*)	(*f*)	146	43	....	42	....	32	....	29	....	....		5
23	Franklin Institute	Philadelphia, Pa.	1824	1824	Robert E. Rogers, M. D	....	....	....	....	....	(*h*)	....	....	....	....	....	....	....	....	....	....	....
24	Polytechnic College of the State of Pennsylvania.	Philadelphia, Pa., (Market st., above 17th st.)	1853	1853	Alfred L. Kennedy, M. D	....	....	....	7	1	65	20	....	24	....	21	....	....	....	4	....	....
25	Towne Scientific School, (University of Pennsylvania.)	Philadelphia, Pa.	1755	1872	Prof. J. P. Lesley, A. M., (dean.)	0	0	0	19	1	91	40	0	30	0	10	0	11	0	12		2
26	Wagner Free Institute of Science.	Philadelphia, Pa.	1855	1850	Prof. Wm. Wagner, LL. D	0	0	0	6	..	(*i*)	....	....	....	....	....	....	....	....	....	....	....
27	Scientific department of Villanova College.	Villanova, Pa.	1848	1842	Rev. T. C. Middleton, D. D., O. S. A.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
28	School of Civil and Mining Engineering, (Washington and Lee University.)*f*	Lexington, Va	1782	.....	Gen. G. W. C. Lee	0	0	0	....	..	....	....	....	....	....	....	....	....	....	....	....	....
29	Virginia Military Institute	Lexington, Va	1839	1839	Francis H. Smith, LL. D.	0	0	0	10	0	195	60	....	50	....	50	....	35	....	....		....
30	New Market Polytechnic Institute	New Market, Va	1870	.....	Prof. Ben. Hyde Benton, A. M.	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....
31	Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	University of Virginia, Va.	1819	1825	James F. Harrison, M. D., (chairman of faculty.)	....	....	....	2	....	7	....	....	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1875.

a Not yet fully organized.

b The place of this college is, by contract, supplied by the Massachusetts Agricultural College at Amherst. Students at graduation can receive their degrees at the hands of the university, with a diploma entitling them to the relation and privileges of alumni of the university.

c The course is elective post graduate.

d Resigned and succeeded by Rev. Samuel C. Bartlett, D. D.

e Includes 17 in fifth year.

f Reported with classical department, (see Table IX.)

g In School of Design, the only department yet in operation.

h There was an average attendance of about 100 at the drawing classes; there were classes also in phonetic short hand and on the slide valve, and a course of lectures was given on scientific and technical subjects.

i From 400 to 800.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.*—Concluded.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.			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.	
							Number of volumes.	No. of pamphlets.	Increase in the last school year in books.							
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	Mining Institute*	..	....	2	40	$100	.....	.....	.....	.....	*a*$1,000	.....	.....	.....	.....	
2	Agricultural College of Colorado *b*	..	....	.....	.....	.....	.....	.....	.....	.....	5,000	.....	.....	.....	.....	
3	State School of Mines	0	0	3–4	32	0	101	60	25	0	10,000	$0	$0	$138	$3,500	
4	Rose Polytechnic Institute *b*	..	....	.....	.....	.....	.....	.....	.....	.....	.....	*186,000	.....	.....	.....	
5	College of Agriculture, *c* (Boston University)	..	....	4	39	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 21.
6	School of All Sciences, (Boston University)	..	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
7	Lawrence Scientific School, (Harvard University.)	0	4	1, 3, 4	37	150	3,000	.....	.....	.....	*75,000	581,189	34,969	5,300	.....	June 27.
8	Bussey Institution, (Harvard University)	..	....	1	37	150	2,000	.....	.....	.....	.....	.....	*d*19,989	405	.....	June 27.
9	Worcester County Free Institute of Industrial Science.	20	3	3, 3½	42	*e*100	1,200	1,000	20	.....	150,000	.....	25,000	1,800	.....	July 11.
10	Polytechnic School of Washington University.	0	10	4	40	100	.....	.....	.....	.....	95,000	.....	.....	3,000	0	June 14.
11	Chandler scientific department of Dartmouth College.	0	....	4	38	60	.....	.....	.....	1,500	.....	120,000	7,000	4,000	0	June 26.
12	Thayer School of Civil Engineering, (Dartmouth College.)	..	....	2	35	60	(2,000)		30	.....	*a*3,000	55,000	3,500	360	.....	June 28.
13	Stevens Institute of Technology	0	*32	4	38	150	5,000	500	200	.....	300,000	500,000	30,000	10,250	0	June 29.
14	John C. Green School of Science, (College of New Jersey.)	....	....	4	37	120	.....	.....	.....	.....	130,000	200,000	14,000	4,800	.....	June 21.
15	Cooper Union Free Night Schools of Science and Art.	0	....	5	28	0	0	0	0	0	2,000,000	.....	.....	0	0	May 31.
16	School of Mines of Columbia College	0	....	4	36	200	6,500	.....	300	0	.....	.....	.....	28,600	0	June 13.
17	Scientific department, University of the City of New York.	..	....	4	38	0	(*f*)	.....	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)	0	(*f*)	June 21.
18	Engineering School of Union College	....	..	4	39	120	3,000	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
19	Rensselaer Polytechnic Institute	..	..	4	38	200	3,000	.....	.....	.....	.....	.....	.....	.....	.....	June 13.
20	Toledo University of Arts and Trades										150,000					

21	Scientific department of Willamette University.	....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
22	Pardee scientific department in Lafayette College.	0	...	4	39	45–75	(*f*)	.....	.....	(*f*)	(*f*)	.....	(*f*)	(*f*)	(*f*)	July 3.
23	Franklin Institute	.....	...	.....	.....	.....	*16, 000	.....	.....	.....	.....	.....	.....	.....	.....	
24	Polytechnic College of the State of Pennsylvania.	5	...	3	41	95–150	500	370	.....	.....	.....	.....	.....	.....	.....	June 27.
25	Towne Scientific School, (University of Pennsylvania.)	0	10	4	40	150	(*f*)	.....	.....	.....	(*f*)	(*f*)	(*f*)	(*f*)	0	June 28.
26	Wagner Free Institute of Science	0	...	.....	.....	0	17, 000	.....	1, 000	.....	350, 000	30, 000	2, 000	0	0	
27	Scientific department of Villanova College	.....	...	.....	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
28	School of Civil and Mining Engineering, (Washington and Lee University.)*f*	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
29	Virginia Military Institute	50	4	4	43	100	5, 000	2, 000	500	1, 200	350, 000	40, 000	2, 400	17, 000	25, 000	July 4.
30	New Market Polytechnic Institute	.....	...	3	40	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	
31	Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	.....	...	.....	.....	50	(*f*)	.....	.....	.....	.....	.....	.....	.....	(*f*)	June 28.

* From Report of the Commissioner of Education for 1875.

a Value of apparatus.

b Not yet fully organized.

c The place of this college is, by contract, supplied by the Massachusetts Agricultural College at Amherst. Students at graduation can receive their degrees at the hands of the university, with a diploma entitling them to the relation and privileges of alumni of the university.

d Total income from all sources.

e To non-residents only.

f Reported with classical department, (see Table IX.)

TABLE X.—PART 2.—*Memoranda.*

Name.	Location.	Remarks.
Illinois Agricultural College	Irvington, Ill	See Table IX.
Scientific department of Bowdoin College	Brunswick, Me	Reported with classical department.
Scientific department of Denison University	Granville, Ohio	Not a distinct department.
Scientific department of Oberlin College	Oberlin, Ohio	Not a distinct department.

TABLE XI.—*Statistics of schools of theology for* 1876; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
1	Theological department of Talladega College	Talladega, Ala	1869	1869	Cong	Rev. Edward P. Lord, A. M	2	.....	.....
2	Pacific Theological Seminary	Oakland, Cal	1869	1869	Cong	Rev. J. A. Benton, D. D., (senior professor.)	2	6	2
3	San Francisco Theological Seminary	San Francisco, Cal	1869	1871	Presb	Rev. W. A. Scott, D. D., LL. D	4	.....	0
4	Matthews' Hall *a*	Golden, Colo	0	1870	P. E	Rev. T. L. Bellam, A. M., (dean)	.....	.....	.....
5	Theological Institute of Connecticut	Hartford, Conn	1834	1834	Cong		4	6	4
6	Berkeley Divinity School	Middletown, Conn	1854	1850	P. E	Rt. Rev. J. Williams, D. D., LL. D., (dean)	6	1	.....
7	Yale Divinity School	New Haven, Conn	1701	1822	Cong	Rev. Noah Porter, D. D., LL. D	7	4	4
8	Augusta Institute	Augusta, Ga	0	1869	Baptist	Rev. Joseph T. Robert, LL. D	2	0	0
9	Theological department of Illinois Wesleyan University.	Bloomington, Ill	1850	1875	Meth	Rev. W. H. H. Adams, D. D	.....	.....	.....
10	Theological department of Blackburn University.	Carlinville, Ill	1857	1859	Presb	Robert B. Minton, A. M., (chairman of faculty.)	.....	.....	.....
11	Baptist Union Theological Seminary	Chicago, Ill	1865	1867	Baptist	Rev. George W. Northrup, D. D	5	2	.....
12	Chicago Theological Seminary	Chicago, Ill., (corner Ashland and Warren avenues.)	1855	1858	Cong	Rev. G. S. F. Savage, D. D., (secretary)	5	1	5
13	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill., (1060 North Halsted street.)	1859	1859	Presb	Rev. L. J. Halsey, D. D	6	.....	4
14	Bible department of Eureka College	Eureka, Ill	1855	1864	Christian	B. J. Radford, A. M	1	.....	.....
15	Garrett Biblical Institute	Evanston, Ill	1855	1856	M. E	Rev. Henry Bannister, D. D., (senior prof)	4	2	.....
16	Theological department of Lincoln University.	Lincoln, Ill	1865	1874	C. P	Rev. A. J. McGlumphy, D. D	5	.....	3
17	Wartburg Seminary*	Mendota, Ill	1875	1853	Lutheran	Rev. Prof. Sigm. Fritschel	2	1	1
18	Jubilee College	Robinsnest, Ill	1847	1852	P. E	Rt. Rev. William E. McLaren, S. T. D	1	.....	.....
19	Augustana Theological Seminary	Rock Island, Ill	1865	1860	Lutheran	Rev. T. N. Hasselquist, D. D	3	.....	0
20	Concordia College	Springfield, Ill	1853	1846	E. Luth	Prof. A. Crämer	4	.....	.....
21	Theological department of Shurtleff College	Upper Alton, Ill	1835	1835	Baptist	Rev. A. A. Kendrick, D. D	3	.....	2
22	St. Meinrad's Theological Seminary	St. Meinrad, Ind	.....	1860	R. C	Rev. Isidore Hobi, O. S. B	6	.....	.....

23	Theological department of Griswold College	Davenport, Iowa	1859	1859	P. E.	Rt. Rev. Wm. Stevens Perry, D. D., LL. D., (ex officio)	4	0	3
24	German Presbyterian Theological School of the Northwest.	Dubuque, Iowa	1871	1865	Presb	Rev. Jacob Conzett	3		
25	Bible department of Oskaloosa College	Oskaloosa, Iowa	1856	1870	Christian	Samuel P. Lucy, A. M	2		1
26	Kansas Theological School	Topeka, Kans	1874	1873	P. E.	Rt. Rev. Thomas H. Vail, D. D., LL. D., (ex officio.)	2	0	0
27	Danville Theological Seminary	Danville, Ky	1854	1853	Presb	Rev. Stephen Yerkes, D. D, (senior prof)	4	0	4
28	Western Baptist Theological Institute	Georgetown, Ky	1840	1841	Baptist	Rev. Basil Manly, jr., D. D	2		
29	Bible College of Kentucky University	Lexington, Ky		1865	Christian	{John B. Bowman, LL. D., (regent,) Robt. Graham, A. M., (presiding officer)}	3		
30	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.[d]	Louisville, Ky	1834		P. E.	Rt. Rev. B. B. Smith, D. D., (president board of trustees.)			
31	School of Theology in Bethel College	Russellville, Ky	1867	1860	Baptist	Rev. W. W. Gardner, D. D., (senior prof)	e1		1
32	Thomson Biblical Institute,* (New Orleans University.)	New Orleans, La	1873	1873	M. E	Rev. W. D. Godman, D. D	1		
33	Bangor Theological Seminary	Bangor, Me	1814	1816	Cong	Rev. Enoch Pond, D. D	4	0	4
34	Theological School of Bates College	Lewiston, Me	1863	1870	F. W. B	Rev. O. B. Cheney, D. D	5		1
35	Centenary Biblical Institute	Baltimore, Md., (44 Saratoga st)	1867	1872	M. E	Rev. J. Emory Round, M. A	2	11	0
36	St. Mary's Theological Seminary of St. Sulpice[c]	Baltimore, Md	1860	1791	R. C	Very Rev. J. Paul Dubreul, D. D	6		
37	Theological department of Mt. St. Mary's College.	Emmittsburg, Md		1808	R. C				
38	Mount St. Clement's College	Ilchester, Md		1868	R. C	Rev. George Ruland	5		
39	Woodstock College	Woodstock, Md	1867	1868	R. C	Rev. James Perron, S. J	10	0	0
40	Theological Seminary	Andover, Mass	1807	1808	Cong	Rev. John L. Taylor	7	3	7
41	Boston University School of Theology	Boston, Mass	1869	1847	M. E	William F. Warren, S. T. D., LL. D	10	3	
42	Divinity School of Harvard University	Cambridge, Mass	1650	1816	No tests	Rev. Oliver Stearns, D. D., (dean)	5		4
43	Episcopal Theological School	Cambridge, Mass	1867	1867	P. E	Rev. George Z. Gray, D. D., (dean)	4		
44	Tufts Divinity School	College Hill, Mass	1852	1867	Univers	Rev. Elmer H. Capen	4	1	0
45	Newton Theological Institution	Newton, Mass	1826	1825	Baptist	Rev. Alvah Hovey, D. D	5	3	0
46	New Church Theological School	Waltham, Mass	1866	1866	N. J. Ch	Rev. Thomas Worcester, D. D	1	1	0
47	Theological department of Hillsdale College	Hillsdale, Mich	1855	1870	F. W. B.	Rev. De Witt C. Durgin, D. D	3	1	f3
48	Theological department of Hope College	Holland City, Mich	1866	1869	Ref. D	Rev. Philip Phelps, jr	4		
49	Seabury Divinity School	Faribault, Minn	1860	1860	P. E	Rt. Rev. Henry B. Whipple, D. D	7		
50	Augsburg Seminarium	Minneapolis, Minn	1874	1871	Evang. L	Prof. Georg Sverdrup	6		
51	St. John's Seminary	St. Joseph, Minn	1857	1857	R. C	Rev. Alexius Edelbrock, O. S. B	4		
52	Bishop Green Associate Mission and Training School.	Dry Grove, Miss	0	1868	P. E	Rev. William K. Douglas, S. T. D	3	1	0
53	St. Vincent's College and Theological Seminary	Cape Girardeau, Mo	1843	1843	R. C	Rev. John W. Hickey, C. M	12		0
54	Theological School of Westminster College	Fulton, Mo			Presb				
55	Jeremiah Vardeman School of Theology in William Jewell College.	Liberty, Mo	1849	1868	Baptist	Rev. W. R. Rothwell, D. D	3		
56	Concordia College	St. Louis, Mo	1853	1839	Evang. L	Prof. C. F. W. Walther	4		
57	Divinity School of Nebraska College	Nebraska City, Nebr	1868	1865	P. E				
58	German Theological School of Newark	Bloomfield, N. J	1871	1869	Presb	Rev. Charles E. Knox	5	0	0
59	Drew Theological Seminary	Madison, N. J	1867	1867	M. E	Rev. John F. Hurst, D. D	5	8	2
60	Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J	0	1784	Ref. D	Rev. David D. Demarest, D. D., (secretary)	4	1	4

* From Report of the Commissioner of Education for 1875. *a* Closed temporarily. *b* In part. *c* Three in part. *d* The funds are invested and used to educate young men in other seminaries until buildings are provided in Louisville. *e* Assisted by five instructors from the literary department. *f* Two in part.

TABLE XI.—*Statistics of schools of theology for* 1876, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
61	Theological Seminary of the Presbyterian Church.	Princeton, N. J	1821	1812	Presb	Rev. Charles Hodge, D. D., LL. D., (senior professor.)	7	6	7
62	Auburn Theological Seminary	Auburn, N. Y	1820	1820	Presb	Prof. E. A. Huntington, D. D., (librarian)	6	.....	5
63	The Lay College	Brooklyn, N. Y., (Schermerhorn st.)	1871	1872	Non-sect.	Rev. T. De Witt Talmage, D. D	5	.....	.....
64	Martin Luther College, (theological department)	Buffalo, N. Y	1868	1854	Luth		.....	.....	.....
65	St. Lawrence University, (theological department.)	Canton, N. Y	1856	1858	Univers	Rev. Ebenezer Fisher, D. D	3	.....	3
66	De Lancey Divinity School	Geneva, N. Y	0	1860	P. E	Rev. James Rankine, D. D	1	0	1
67	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D., (senior professor.)	5	.....	.....
68	Hartwick Seminary, (theological department)	Hartwick Seminary, N. Y	1816	1815	Luth	Rev. James Pitcher, A. M., (senior prof)	2	1	.....
69	Newburgh Theological Seminary	Newburgh, N. Y	1836	1804	U. Presb.	James Harper, (acting)	2	1	2
70	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y	1821	1817	P. E	Rev. George F. Seymour, D. D., (dean)	3	4	2
71	Union Theological Seminary	New York, N. Y	1839	1836	Presb	Rev. William Adams, D. D., LL. D	7	.....	6
72	Rochester Theological Seminary	Rochester, N. Y	1850	1850	Baptist	Rev. Augustus H. Strong, D. D	7	4	5
73	Seminary of Our Lady of Angels	Suspension Bridge, N. Y	1863	1863	R. C	Rev. Robert E. V. Rice, C. M	4	0	0
74	St. Joseph's Provincial Seminary	Troy, N. Y	.....	1864	R. C	Very Rev. Henry Gabriels, S. T. L	7	.....	.....
75	Theological department of Biddle Memorial Institute.	Charlotte, N. C	1867	1867	Presb	Rev. Stephen Mattoon, D. D	2	.....	.....
76	Theological department of North Carolina College.*	Mt. Pleasant, N. C	1859	1870	Evang. L	Rev. John B. Davis, D. D	2	.....	.....
77	Theological department of Shaw University	Raleigh, N. C	1875	1865	Baptist	Rev. H. M. Tupper, A. M	1	1	.....
78	Theological department of Trinity College	Trinity, N. C	1852	1867	M. E. So	Rev. B. Craven, D. D., LL. D	2	0	.....
79	Theological department of German Wallace College.	Berea, Ohio	1864	1864	M. E	Rev. William Nast, D. D	2	0	.....

80	St. Charles Borromeo Theological Seminary	Carthagena, Ohio	.....	1864	R. C.	Very Rev. Henry Drees, C. P. P. S	8	.....	.....
81	Lane Theological Seminary	Cincinnati, Ohio	1829	1833	Presb	Rev. L. J. Evans, D. D	5	1	5
82	Mount St. Mary's Seminary of the West	Cincinnati, Ohio	0	1851	R. C.	Very Rev. Francis Joseph Pabisch, D. D., C. L. D., LL. D.	7	2	0
83	St. Mary's Theological Seminary	Cleveland, Ohio	.....	1849	R. C.	Rev. N. A. Moes	3	.....	.....
84	German Lutheran Seminary*	Columbus, Ohio	1834	1831	Ev. Luth	Rev. William F. Lehmann	3	0	.....
85	Union Biblical Seminary	Dayton, Ohio	1873	1871	U. Breth.	Rev. Lewis Davis, D. D., (senior professor)	3	.....	.....
86	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Gambier, Ohio	1824	.....	P. E.	Rev. G. T. Bedell, D.D	3	.....	4
87	Theological Seminary, (Oberlin College)	Oberlin, Ohio	1834	1835	Cong.	Rev. James H. Fairchild, D. D	7	1	.....
88	Theological department of Wittenberg College	Springfield, Ohio	1845	1845	Ev. Luth	Rev. S. Sprecher, D. D., LL. D	3	.....	.....
89	Heidelberg Theological Seminary	Tiffin, Ohio	1835	1851	Reform'd	Rev. J. H. Good, D. D	2	.....	2
90	Christliche Bildungs-Anstalt der Mennoniten	Wadsworth, Ohio	1872	1868	Menn'ite	Rev. Carl J. van der Smissen	6	.....	.....
91	Theological Seminary of Wilberforce University	Xenia, Ohio	1863	1865	Af. M. E	Benjamin F. Lee	1	2	.....
92	Xenia United Presbyterian Theological Seminary.	Xenia, Ohio	.....	1794	U. Presb.	Rev. William Bruce, D. D	4	.....	.....
93	Theological Seminary of the United Presbyterian Church.*	Allegheny City, Pa	1830	1825	U. Presb.	Rev. A. D. Clark, D. D	4	.....	.....
94	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
95	Moravian Theological Seminary	Bethlehem, Pa	1864	1807	Morav'n	Right Rev. Edmund de Schweinitz, S. T. D.	3	.....	.....
96	Theological department of Ursinus College	Freeland, Pa	1869	1870	Reform'd	Rev. J. H. A. Bomberger, D. D	3	.....	.....
97	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	Gettysburg, Pa	1827	1826	Luth	Rev. James A. Brown, D. D., (chairman of faculty.)	3	3	3
98	Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa	1831	1825	Reform'd	Rev. E. V. Gerhart, D. D	3	.....	.....
99	Meadville Theological School	Meadville, Pa	1846	1844	Unita'n	Rev. A. A. Livermore, A. M	4	3	0
100	Philadelphia Theological Seminary of St. Charles Borromeo.	Overbrook, Pa	1838	1832	R. C.	Very Rev. Charles P. O'Connor	8	.....	0
101	Theological department of Lincoln University*	Oxford, Pa	1871	1871	Presb	Rev. I. N. Rendall, D. D	(7)		3
102	Divinity School of the Protestant Episcopal Church.	Philadelphia, Pa	1862	1862	P. E	Rev. D. R. Goodwin, D. D., LL. D., (dean)	5	2	4
103	St. Vincent's Seminary	Philadelphia, Pa., (Germantown)	0	1868	R. C.	Very Rev. James Rolando	5	.....	.....
104	Theological Seminary of the Evangelical Lutheran Church.	Philadelphia, Pa., (216 and 218 Franklin street.)	.....	1864	Ev. Luth	Rev. Charles F. Schaeffer, D. D., (chairman of faculty.)	5	.....	*5
105	St. Michael's Seminary	Pittsburg, Pa	.....	1862	R. C.	Rev. Stephen Wall	4	5	.....
106	Missionary Institute	Selin's Grove, Pa	1858	1856	Ev. Luth	Rev. Henry Ziegler, D. D., (superintendent)	2	.....	1
107	Crozer Theological Seminary	Upland, Pa	1868	1868	Baptist	Rev. Henry G. Weston, D. D	4	.....	.....
108	Theological department of Augustinian College of Villanova.	Villanova, Pa	1848	1842	R. C.	Pacificus A. Neno, O. S. A	3	.....	.....
109	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	.....	.....
110	Southern Baptist Theological Seminary	Greenville, S. C	1858	1858	Baptist	Rev. James P. Boyce, D. D., LL. D	5	4	.....
111	Theological School of Cumberland University	Lebanon, Tenn	1842	1856	C. Presb.	Nathan Green, A. M., LL. B., (chancellor)	2	.....	a1
112	Theological department of Central Tennessee College.	Nashville, Tenn	1866	1870	M. E	Rev. John Braden, A. M., D. D	2	2	0
113	Theological department of Vanderbilt University.	Nashville, Tenn	1873	.....	M. E. So.	Rev. Thomas O. Summers, (D. D., LL. D., (dean.)	4	.....	4
114	Theological department, University of the South. b	Sewanee, Tenn	.....	1876	P. E.	Gen. J. Gorgas, (vice-chancellor,) Rev. D. G. Haskins, (dean.)	2	1	.....

* From Report of the Commissioner of Education for 1875.

a In part.

b Not yet fully organized.

TABLE XI.—*Statistics of schools of theology for* 1876, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
115	Theological department, Baylor University	Independence, Tex	1848	1866	Baptist	Rev. William Carey Crane, D. D., LL. D	2	.....	.....
116	Union Theological Seminary	Hampden Sidney, Va	1866	1824	Presb	Rev. B. M. Smith, D. D., (professor of oriental literature.)	4	0	4
117	St. John's Theological Seminary	Norfolk, Va	.....	.....	R. C	.....	.....	.....	.....
118	Richmond Institute	Richmond, Va	1876	1867	Baptist	Rev. Charles H. Corey, A. M	3	.....	.....
119	Theological Seminary of the Evangelical Lutheran General Synod, South.	Salem, Va	.....	1830	Luth	Rev. S. A. Repass, D. D	2	.....	.....
120	Protestant Episcopal Theological Seminary	Theological Seminary, Va	1854	1823	P E	Rev. Joseph Packard, D. D., (dean)	6	.....	4
121	Nashotah House	Nashotah, Wis	1847	1842	P. E	Rev. A. D. Cole, D. D	5	1	1
122	Seminary of St. Francis of Sales	St. Francis, Wis	.....	1856	R. C	Rev. C. Wapelhorst	13	.....	.....
123	Theological department of Howard University	Washington, D. C	1867	1871	Un. Ev	Rev. Lorenzo Westcott, A. M., (dean)	4	1	0
124	Wayland Seminary	Washington, D. C	.....	1865	Baptist	Rev. G. M. P. King, A. M	4	2	.....

TABLE XI.—*Statistics of schools of theology for* 1876, *&c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1876.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Theological department of Talladega College	24	.....	.....	0	4	40	300	.....	.....	$5,000	.....	.....	June 28.
2	Pacific Theological Seminary	5	0	0	2	3	32	2,000	300	100	50,000	$35,000	$3,500	May 17.
3	San Francisco Theological Seminary	9	.....	.....	2	3	35	5,000	.....	500	.....	.....	.....	April 26.
4	Matthews' Hall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Theological Institute of Connecticut	22	.....	.....	.....	3	40	7,000	.....	.....	.....	.....	.....	May 10.
6	Berkeley Divinity School	27	.....	24	17	3	32	15,000	.....	.....	.....	.....	.....	May 30.
7	Yale Divinity School	92	3	82	.....	3	35	2,000	.....	.....	.....	*247,544	*15,000	May 17.
8	Augusta Institute	95	0	0	0	.....	39	426	50	86	9,000	.....	.....	June 22.
9	Theological department of Illinois Wesleyan University.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 21.
10	Theological department of Blackburn University.	3	.....	.....	0	3	38	.....	.....	.....	.....	.....	.....	June 14.
11	Baptist Union Theological Seminary	58	.....	.....	6	3	34	20,000	5,000	.....	*50,000	*100,000	*8,000	May 10.
12	Chicago Theological Seminary	32	2	18	8	3	32	5,500	.....	100	125,000	210,000	16,000	May 10.
13	Presbyterian Theological Seminary of the Northwest.	45	4	35	5	3	40	8,500	150	400	300,000	150,000	15,000	April 5.
14	Bible department of Eureka College	26	.....	.....	.....	2	40	.....	.....	.....	.....	0	0	June 7.
15	Garrett Biblical Institute	70	.....	.....	14	3	36	3,000	2,000	20	a60,000	*300,000	20,000	May 16.
16	Theological department of Lincoln University.	35	1	.....	6	3	24	700	100	50	.....	.....	.....	February 16.
17	Wartburg Seminary*	30	.....	.....	.....	3	40	2,000	.....	.....	10,000	8,000	700	June 30.
18	Jubilee College	.....	.....	.....	.....	4	40	3,000	1,500	.....	17,500	.....	.....	.....
19	Augustana Theological Seminary	19	.....	0	6	2	40	.....	.....	.....	.....	.....	1,600	June 14.
20	Concordia College	b86	.....	.....	.....	5	43	800	60	.....	25,000	.....	.....	September 1.
21	Theological department of Shurtleff College	12	.....	5	1	3	36	1,350	.....	.....	.....	45,000	3,000	June 12.

* From Report of the Commissioner of Education for 1875.

a Value of buildings.

b Also 27 preparatory students.

TABLE XI.—*Statistics of schools of theology for* 1876, *&c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1876.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
22	St. Meinrad's Theological Seminary	26	.....	.....	.....	4	42	7,000	.....	.....	$100,000	.....	.....	September 6.
23	Theological department of Griswold College	3	0	2	0	3	40	4,000	2,000	50	*a*200,000	$52,410	$4,550	June 27.
24	German Presbyterian Theological School of the Northwest.	.....	1	.....	.....	7	40	*1,116	.....	.....	25,000	20,000	.....	September.
25	Bible department of Oskaloosa College	6	.....	.....	1	2, 3	40	.....	.....	.....	.....	25,000	1,500	June 7.
26	Kansas Theological School	2	.....	1	0	.....	40	3,578	.....	0	20,000	0	0	
27	Danville Theological Seminary	22	0	18	2	3	34	10,000	.....	6	12,000	150,000	9,000	April 26.
28	Western Baptist Theological Institute	23	.....	.....	.....	.....	40	.....	.....	.....	.....	48,000	.....	June 14.
29	Bible College of Kentucky University	50	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	June 14.
30	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	.....	.....	.....	.....	.....	.....	3,000	.....	.....	.....	15,000	.....	
31	School of Theology in Bethel College	18	.....	.....	3	3	40	.....	.....	.....	.....	60,000	6,000	June 14.
32	Thomson Biblical Institute,* (New Orleans University.)	15	.....	.....	.....	3	36	.....	.....	.....	.....	.....	.....	
33	Bangor Theological Seminary	48	0	16	15	3	37	18,000	.....	100	100,000	180,000	10,000	June 4.
34	Theological School of Bates College	23	1	10	.....	3	37	2,200	.....	.....	.....	.....	.....	June 26.
35	Centenary Biblical Institute	*b*32	0	0	0	3	42	.....	.....	.....	12,000	3,200	212	July 3.
36	St. Mary's Theological Seminary of St. Sulpice*	90	.....	.....	.....	4½	42	15,000	.....	.....	.....	.....	.....	July.
37	Theological department of Mt. St. Mary's College.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
38	Mount St. Clement's College	.....	.....	.....	.....	5	46	9,000	260	400	.....	.....	.....	July 18.
39	Woodstock College	107	0	0	0	7	42	18,000	2,000	50	60,000	0	0	
40	Theological Seminary	68	3	57	13	3	40	34,500	12,000	927	200,000	525,000	35,000	June 28.
41	Boston University School of Theology	100	3	55	17	3	38	4,000	.....	.....	.....	.....	.....	June 6.
42	Divinity School of Harvard University	15	4	10	5	4	40	17,000	.....	70	.....	250,000	22,000	June 28.
43	Episcopal Theological School	13	.....	8	4	3	38	2,000	.....	250	250,000	100,000	7,000	June 20.

44	Tufts Divinity School	31	0	7	1	4	38						June 13.
45	Newton Theological Institution	64	0	49	18	3	37	13,500			134,839	313,415	23,620	June 13.
46	New Church Theological School				0			600		0				
47	Theological department of Hillsdale College	20			3	3	39	1,500	500	400		15,000	2,500	June 21.
48	Theological department of Hope College	8		8	3	3	38	350				3,500	250	June 27.
49	Seabury Divinity School	20	3	4	3	3	36	4,500			60,000	15,000		June 14.
50	Augsburg Seminarium	8			2	3	34	1,000			30,000			June 6.
51	St. John's Seminary	32	9	15	1	8	40	2,012	1,662	931				September 7.
52	Bishop Green Associate Mission and Training School.	15	1	1	1	5	40	1,200	1,000	100	5,000	0	0	
53	St. Vincent's College and Theological Seminary	120		0	3	5	44	5,000						September 3.
54	Theological School of Westminster College													
55	Jeremiah Vardeman School of Theology in William Jewell College.	50				2	40	3,650		150		40,000	2,500	June 14.
56	Concordia College	85			26	3	43	3,750	400	250	40,000			June 30.
57	Divinity School of Nebraska College													
58	German Theological School of Newark	21	0	0	1	6	38	1,000	250	150	25,000	8,000	500	June 26.
59	Drew Theological Seminary	100	1	40	18	3	34	14,000			250,000	80,000	5,000	May 20.
60	Theological Seminary of the Reformed (Dutch) Church in America.	40	1	36	16	3	36	28,000	4,000	2,500	400,000	260,000	13,500	May 15 and 16.
61	Theological Seminary of the Presbyterian Church.	111	3	106	30	3	34	28,224		1,445	300,000	625,000	40,757	April 24.
62	Auburn Theological Seminary	42	0	33	13	3	35	10,500		421	200,000	320,000	25,000	May 10.
63	The Lay College	75			13	4	26				*40,000			April 24.
64	Martin Luther College, (theological department.)													
65	St. Lawrence University, (theological department.)	25	0		10	3	39	6,026	1,500	140	28,060	95,000	6,650	June 27.
66	De Lancey Divinity School	3	0	0	0			250	0	0		27,507	1,680	
67	Hamilton Theological Seminary	33		24	11	3	39				*40,000	30,000	2,400	June 20.
68	Hartwick Seminary, (theological department)				3	3	39	(c)			(c)	(c)	(c)	June 27.
69	Newburgh Theological Seminary	5	1	6	4	3	30	3,500	200	3	25,000	34,400	3,244	March.
70	General Theological Seminary of the Protestant Episcopal Church.	70	0	51	25	3	36	15,466	9,356	258	542,000	131,123	24,170	May 24.
71	Union Theological Seminary	140	2		35	3	35	33,000			200,000	750,000	50,000	May 7.
72	Rochester Theological Seminary	75		45	13	3	35	11,000		1,000	80,000	225,000		May 16.
73	Seminary of Our Lady of Angels	74	9	9	4	4	40	6,000	0	200	60,000	0	0	June 27.
74	St. Joseph's Provincial Seminary	136			23	4½	42	8,000			200,000			June 28.
75	Theological department of Biddle Memorial Institute.	4		0	5	3	36							June 6.
76	Theological department of North Carolina College.*	5				3	40					0	0	May.
77	Theological department of Shaw University	50	0	0			34							May 30.
78	Theological department of Trinity College	16	0		0	3	41	400						June 14.
79	Theological department of German Wallace College.	19	0	0	0	3	40							June 7.
80	St. Charles Borromeo Theological Seminary	34			6	8–9	40	5,100		100	20,000	d15,000		September 3.
81	Lane Theological Seminary	28	1	26	15	3	34	12,000		150	160,000	230,000	16,000	May 11.
82	Mount St. Mary's Seminary of the West	95		2	14	10	42	15,100	4,000	3,000	170,000	0	0	June 24.

* From Report of the Commissioner of Education for 1875.

a The buildings, &c., are those of Griswold College.

b Also 36 in a normal department.

c See report of classical department, Table VI, Part 3.

d In land.

TABLE XI.—*Statistics of schools of theology for* 1876, *&c.*—Concluded.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1876.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
83	St. Mary's Theological Seminary	.....	.....	.....	.....	5	42	.....	.....	.....	$75,000	.....	.....	June 30.
84	German Lutheran Seminary*	23	.....	12	.....	3	40	2,500	1,750	.....	.....	.....	.....	June 22.
85	Union Biblical Seminary	25	.....	4	0	3	36	240	.....	80	10,000	$40,000	$2,500	April 24.
86	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	5	.....	3	.....	3	36	7,000	2,000	.....	30,000	110,000	6,800	June 28.
87	Theological Seminary, (Oberlin College)	42	0	24	11	3	36	.....	.....	.....	.....	.....	.....	August 9.
88	Theological department of Wittenberg College	12	.....	12	11	2	40	.....	.....	.....	.....	.....	.....	June 28.
89	Heidelberg Theological Seminary	21	0	16	10	23	40	2,700	1,000	0	.....	30,000	1,800	June 18.
90	Christliche Bildungs-Anstalt der Mennoniten	26	.....	.....	.....	3	44	.....	.....	.....	12,000	.....	.....	January 8.
91	Theological Seminary of Wilberforce University	6	.....	1	2	4	42	.....	.....	.....	.....	.....	.....	June 20.
92	Xenia United Presbyterian Theological Seminary.	26	1	.....	8	3	28	5,000	.....	50	10,000	47,000	3,200	March 28.
93	Theological Seminary of the United Presbyterian Church.*	46	.....	.....	.....	3	30	4,000	.....	.....	45,000	.....	.....	October 4.
94	Western Theological Seminary of the Presbyterian Church.*	85	.....	69	.....	3	32	15,000	.....	.....	.....	317,166	21,000	April 20.
95	Moravian Theological Seminary	24	10	.....	0	6	40	4,431	619	142	7,676	38,761	2,414	June 24.
96	Theological department of Ursinus College	15	.....	.....	.....	3	40	.....	.....	.....	.....	.....	.....	June 28.
97	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	30	0	25	16	3	38	11,000	.....	.....	40,000	100,000	5,400	June 28.
98	Theological Seminary of the Reformed Church in the United States.	31	.....	22	10	3	36	10,000	.....	20	25,000	71,000	4,200	May 9.
99	Meadville Theological School	17	0	0	.....	3	40	12,000	1,000	200	37,500	112,500	7,512	June 14.
100	Philadelphia Theological Seminary of St. Charles Borromeo.	.....	.....	.....	.....	9	42	14,000	.....	.....	700,000	0	0	June 21.
101	Theological department of Lincoln University*	16	.....	.....	.....	3	30	.....	.....	.....	.....	.....	.....	June 2.

102	Divinity School of the Protestant Episcopal Church.	20	2	14	15	3	37	6,600	220	25	150,000	248,000	17,000	June 21.
103	St. Vincent's Seminary	.....	.....	.....	.....	6	42	6,000	.....	100	.....	0	0	June.
104	Theological Seminary of the Evangelical Lutheran Church.	46	.....	.....	15	3	42	*3,500	.....	.....	50,000	112,848	7,045	May 23.
105	St. Michael's Seminary	32	.....	.....	.....	4	42	3,500	.....	.....	40,000	.....	.....	February 1.
106	Missionary Institute	10	.....	.....	1	3	39	2,500	.....	.....	15,000	20,000	1,200	May 28–30.
107	Crozer Theological Seminary	47	.....	.....	9	3	38	8,000	.....	.....	*150,000	232,000	15,000	May 9.
108	Theological department of Augustinian College of Villarova.	.....	.....	.....	.....	4	42	.....	.....	.....	.....	.....	.....	June 13.
109	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	25	0	.....	8	3	33	18,907	.....	29	32,000	140,000	.....	May 10.
110	Southern Baptist Theological Seminary	67	.....	.....	*a*3	3–5	35	6,000	1,000	.....	*25,000	.....	.....	May 7.
111	Theological School of Cumberland University.	12	.....	.....	5	2	40	3,000	.....	.....	15,000	.....	1,000	June 6.
112	Theological department of Central Tennessee College.	30	0	0	0	3	36	.....	.....	.....	.....	.....	.....	May 16.
113	Theological department of Vanderbilt University.	58	.....	.....	.....	.....	39	.....	.....	.....	.....	120,000	7,200	June 20.
114	Theological department, University of the South.	.....	.....	.....	.....	.....	.....	4,000	.....	.....	.....	.....	.....	
115	Theological department, Baylor University	10	0	1	2	3	40	.....	.....	.....	.....	.....	.....	June 7.
116	Union Theological Seminary	62	0	50	19	3	36	10,000	5,000	400	40,000	220,000	13,000	
117	St. John's Theological Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
118	Richmond Institute	56	.....	.....	.....	7	36	2,000	200	200	50,000	.....	.....	May 31.
119	Theological Seminary of the Evangelical Lutheran General Synod, South.	.....	.....	6	2	3	34	500	.....	.....	.....	6,000	.....	May 24.
120	Protestant Episcopal Theological Seminary	40	.....	.....	15	3	40	10,000	.....	.....	200,000	205,000	12,500	June 28.
121	Nashotah House	43	.....	8	4	3	40	6,500	2,000	500	150,000	50,000	4,000	June 29.
122	Seminary of St. Francis of Sales	115	.....	.....	27	9	40	5,500	1,000	.....	.....	.....	.....	June 30.
123	Theological department of Howard University	30	0	.....	.....	3	36	500	.....	.....	.....	.....	.....	May 15.
124	Wayland Seminary	44	.....	.....	.....	3	32	1,700	200	.....	35,000	.....	.....	May 30.

* From Report of the Commissioner of Education for 1875. *a* Also 30 partial graduates.

TABLE XI.—*Memorandum.*

Name.	Location.	Remarks.
Department of theology of Iowa Wesleyan University	Mt. Pleasant, Iowa	Closed.

TABLE XII.—*Statistics of schools of law for* 1876; *from replies to inquiries by the United States Bureau of Education.*

	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 1876.
	1	2	3	4	5	6	7	8	9	10
1	College of Law, Southern University	Greensboro', Ala	.....	.....	Hon. A. A. Coleman, A. M	3	.....	.....	.....	.....
2	Law School of University of Alabama	Tuscaloosa, Ala	.....	1873	H. M. Somerville, A. M., LL. B., senior professor.	3	0	15	7	8
3	Yale Law School	New Haven, Conn	1745	1824	Hon. Francis Wayland, A. M., dean	9	3	65	.....	34
4	Law department, University of Georgia	Athens, Ga	1784	1868	Wm. L. Mitchell, A. M., chief professor	3	1	5	.....	.....
5	Law department of Mercer University	Macon, Ga	.....	.....	Hon. Clifford Anderson, chairman	3	.....	6	.....	6
6	Bloomington Law School, (Illinois Wesleyan University.)	Bloomington, Ill	1850	1874	Reuben M. Benjamin, A. M., dean	5	0	30	10	11
7	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill	.....	1873	Hon. Henry Booth, LL. D., dean	8	24	95	24	50
8	Law department, McKendree College*	Lebanon, Ill	1834	1870	Rev. John W. Locke, D. D	1	.....	7	3	.....
9	Law department, Lincoln University	Lincoln, Ill	1873	1874	Rev. A. J. McGlumphy, D. D., president	6	1	70	.....	6
10	Department of law, Indiana University	Bloomington, Ind	.....	1842	Rev. Lemuel Moss, D. D., president	2	.....	40	.....	20
11	Iowa College of Law, (Simpson Centenary College.)	Des Moines, Iowa	.....	1875	C. C. Cole, LL. D., dean	5	.....	20	.....	25
12	Law department, Iowa State University	Iowa City, Iowa	1866	a1865	Wm. G. Hammond, LL. D., chancellor	3	6	91	13	55
13	Law College, Kentucky University	Lexington, Ky	.....	1865	John B. Bowman, LL. D., regent; Madison C. Johnson, LL. D., presidi'g officer.	6	.....	23	.....	12
14	College of Law, Central University*	Richmond, Ky	1873	1874	William Chenault	2	.....	4	.....	.....
15	Law department, University of Louisiana	New Orleans, La., (box 1915)	1847	1847	Carleton Hunt, dean	4	0	23	.....	7
16	School of Law, University of Maryland	Baltimore, Md., (32 Mulberry st.)	1812	b1870	Hon. George W. Dobbin, LL. D., dean	3	0	39	11	29
17	Boston University School of Law	Boston, Mass	1869	1872	William F. Warren, LL. D., president	13	1	140	71	53
18	Law School of Harvard University	Cambridge, Mass	.....	1817	C. C. Langdell, LL. D., dean	6	.....	187	112	.....
19	Law department, University of Michigan	Ann Arbor, Mich	.....	1858	Thomas M. Cooley, LL. D., dean	5	0	309	46	.....
20	Law department, State University of Missouri	Columbia, Mo	1839	1872	Hon. Philemon Bliss, LL. D., dean	3	2	31	.....	9
21	Law School of Washington University	St. Louis, Mo	1853	1867	George M. Stewart, A. M., dean	7	2	67	.....	19

22	Albany Law School, (Union University)	Albany, N. Y	1851	1851	Isaac Edwards, LL. D	5	3	92	46	83
23	Law School of Hamilton College	Clinton, N. Y	.....	.....	Rev. Samuel G. Brown, D. D., LL. D	2	.....	17	5	15
24	Columbia College Law School*	New York, N. Y	1860	1858	Theodore W. Dwight, LL. D, dean	5	2	532	238	.....
25	Department of law, University of the City of New York.	New York, N. Y	1830	1857	Hon. Henry E. Davies, LL. D	.....	0	80	10	32
26	Law department, Rutherford College	Happy Home, N. C	1871	.....	Rev. R. L. Abernethy, A. M	.....	.....	.....	.....	.....
27	Law department, Trinity College	Trinity, N. C	1852	1867	Rev. B. Craven, D. D., LL. D	2	.....	18	.....	4
28	Law School of the Cincinnati College	Cincinnati, Ohio	1819	1833	Rufus King, LL. D., dean	4	0	81	32	37
29	Law department, Wilberforce University	Near Xenia, Ohio	1863	1872	Benjamin F. Lee	0	2	1	1	.....
30	Law department, Lafayette College	Easton, Pa	.....	1875	Hon. Wm. S. Kirkpatrick, A. M., dean	5	.....	.....	.....	.....
31	Law department, University of Pennsylvania	Philadelphia, Pa	.....	1790	E. Coppée Mitchell, LL. D., dean	5	0	90	.....	16
32	Law School, University of South Carolina	Columbia, S. C	1801	1804	Rev. A. W. Cummings, A. M., D. D	1	.....	12	4	9
33	Neophogen Law School*	Gallatin, Tenn	.....	.....	S. F. Wilson	4	.....	13	1	.....
34	Law School, Cumberland University	Lebanon, Tenn	1842	1847	Nathan Green, A. M., LL. B., chancellor	2	.....	30	.....	44
35	Law department, Vanderbilt University	Nashville, Tenn	1872	1874	Thomas H. Malone, M. A., dean	3	0	25	5	10
36	School of Law and Equity, Washington and Lee University.	Lexington, Va	1871	1871	Gen. G. W. C. Lee, president of university.	5	3	29	7	8
37	Law School, University of Virginia	University of Virginia, Va	1819	1825	James F. Harrison, M. D., chairman of faculty.	2	0	89	27	*c*20
38	Department of law, University of Wisconsin	Madison, Wis	.....	1868	J. H. Carpenter, LL. D., dean	7	0	18	1	25
39	Columbian University Law School	Washington, D. C	1821	1864	James C. Welling, LL. D	4	1	106	.....	43
40	Law department, Howard University	Washington, D. C	1867	1869	William F. Bascom, A. M., dean	2	0	6	1	4
41	Law School of Georgetown University	Washington, D. C	.....	1870	Rev. P. F. Healy, S. J	(5)		39	.....	.....
42	National University, law department	Washington, D. C	1870	1870	W. B. Wedgwood, LL. D., vice-chancellor	4	.....	138	.....	48

*From Report of the Commissioner of Education for 1875. *a* United to the university in 1868. *b* Reorganization. *c* Also 25 "proficients."

TABLE XII.—*Statistics of schools of law for* 1876, *&c.*—Concluded.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Library.			Property, income, &c.				Date of next commencement.
					Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	11	12	13	14	15	16	17	18	19	20	21
1	College of Law, Southern University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
2	Law School of University of Alabama	1	40	$50	.....	.....	.....	.....	.....	.....	.....	July.
3	Yale Law School	a2	35	90	8,000	500	200	.....	$10,000	$700	.....	June 27.
4	Law department, University of Georgia	1	52	60	600	.....	.....	.....	0	0	.....	August 1.
5	Law department of Mercer University	.....	39	80	.....	.....	.....	.....	.....	.....	.....	July 5.
6	Bloomington Law School, (Illinois Wesleyan University.)	2	36	40	0	0	0	$0	0	0	$800	June 20.
7	Union College of Law of Chicago and Northwestern Universities.	2	36	50	.....	.....	.....	0	0	0	5,715	June 10.
8	Law department, McKendree College*	2	40	.....	.....	.....	.....	.....	.....	.....	.....	June.
9	Law department, Lincoln University	3	30	20	.....	.....	.....	.....	.....	.....	.....	April 12.
10	Department of law, Indiana University	2	37	0	700	100	.....	.....	.....	.....	.....	June 12.
11	Iowa College of Law, (Simpson Centenary College.)	1	39	50	.....	.....	.....	.....	.....	.....	.....	June 15.
12	Law department, Iowa State University	1, 2	38	50	1,860	500	40	.....	.....	.....	3,300	June 19.
13	Law College, Kentucky University	2	40	60	.....	.....	.....	.....	.....	.....	960	June 13.
14	College of Law, Central University*	2	.....	80	.....	.....	.....	.....	.....	.....	.....	June.
15	Law department, University of Louisiana	2	25	100	.....	.....	.....	15,000	.....	.....	2,500	
16	School of Law, University of Maryland	2	35	100	30	0	0	0	0	0	4,690	June 1.
17	Boston University School of Law	3	34	100, 75, 50	2,000	.....	.....	.....	.....	.....	.....	June 6.
18	Law School of Harvard University	2	37	150	16,000	.....	.....	.....	b51,614	11,668	20,950	June 27.
19	Law department, University of Michigan	2	25	.....	3,500	.....	.....	.....	.....	.....	.....	March 28.
20	Law department, State University of Missouri	2	25	40	750	.....	.....	.....	.....	.....	720	March 29.
21	Law School of Washington University	2	30	50	3,000	.....	200	.....	.....	.....	4,400	May 14.
22	Albany Law School, (Union University)	c1	38	130	2,000	.....	50	.....	0	.....	.....	May 15.
23	Law School of Hamilton College	1	.....	60	5,000	.....	.....	.....	.....	.....	.....	
24	Columbia College Law School*	2	32	100	4,100	.....	.....	.....	.....	.....	.....	May.
25	Department of law, University of the City of New York.	2	36	100	1,200	0	25	.....	.....	.....	4,860	May 14.
26	Law department, Rutherford College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

27	Law department, Trinity College	2	41	50							June 14.
28	Law School of the Cincinnati College	2	30	60, 30	1, 125	0		0	0	0	3, 045	May 9.
29	Law department, Wilberforce University		42									June 20.
30	Law department, Lafayette College	2		60								June.
31	Law department, University of Pennsylvania	2	34	80	300		50				4, 840	June.
32	Law School, University of South Carolina	2	39	0					0	0	0	Dec.
33	Neophogen Law School*	1	39	60								June 1.
34	Law School, Cumberland University	1	40	120	500				10, 000		5, 000	June 6.
35	Law department, Vanderbilt University	2	39	120	150	0	0				1, 600	June 20.
36	School of Law and Equity, Washington and Lee University.	2	40	85	640							June 27.
37	Law School, University of Virginia	2	39	80	3, 000	100	8		0	0	6, 000	June 28.
38	Department of law, University of Wisconsin	2	38	25	430	0	150			d3, 500	1, 400	June 19.
39	Columbian University Law School	2	34	80				25, 000			7, 581	June 13.
40	Law department, Howard University	2		40	301	30	1		10, 000	600		June 6.
41	Law School of Georgetown University	2	34	80								June 6.
42	National University, law department	2	36	45								May 23.

*From Report of the Commissioner of Education for 1875. a With post graduate course, 4 years. b Also one-fourth interest in a fund of $413,092.
c With one year's previous study. d From university fund.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
Law department of Iowa Wesleyan University	Mt. Pleasant, Iowa	Closed.
Ohio State and Union Law College	Cleveland, Ohio	Suspended.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1876; *from replies to inquiries by the United States Bureau of Education.*

	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 1876.
	1	2	3	4	5	6	7	8	9	10
	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. Anderson, M. D., dean	9	.....	60	.....	15
3	College of Medicine, University of California*	San Francisco, Cal	1864	1864	A. A. O'Neil, A. M., M. D., dean	12	0	.....	0	.....
4	Medical College of the Pacific, (University College.)	San Francisco, Cal	1859	1858	J. H. Wythe, M. D	11	0	45	.....	20
5	Medical Institution of Yale College	New Haven, Conn	1812	1813	Charles A. Lindsley, M. D., dean	9	1	36	10	11
6	Atlanta Medical College	Atlanta, Ga	1854	1855	.....	.....	.....	.....	.....	.....
7	Medical College of Georgia, (University of Georgia.)	Augusta, Ga	1831	1832	De Saussure Ford, M. D., dean	14	0	77	1	29
8	Savannah Medical College *a*	Savannah, Ga	1838	1853	W. Duncan, M. D., dean	.....	.....	.....	.....	.....
9	Chicago Medical College, (Northwestern University.)	Chicago, Ill	1859	1859	Nathan S. Davis, A. M., M. D., dean	17	0	130	.....	50
10	Rush Medical College, (Chicago University)	Chicago, Ill	1843	1843	Joseph W. Freer, M. D	10	13	302	.....	77
11	Woman's Hospital Medical College	Chicago, Ill	1871	1871	W. Godfrey Dyas, M. D., F. R. C. S	17	.....	20	.....	10
12	Medical College of Evansville	Evansville, Ind	1845	1870	George B. Walker, M. D., dean	12	.....	25	.....	8
13	College of Physicians and Surgeons	Indianapolis, Ind	1873	1874	R. N. Todd, M. D	7	2	72	19	23
14	Indiana Medical College	Indianapolis, Ind	1869	1869	C. E. Wright, M. D., dean	15	0	135	.....	.....
15	Medical department of Iowa State University	Iowa City, Iowa	.....	1868	W. P. Peck, M. D., dean	5	5	80	6	32
16	College of Physicians and Surgeons	Keokuk, Iowa	1849	1850	J. C. Hughes, M. D., dean	8	2	175	.....	113
17	Transylvania Medical College, (Kentucky University.)	Lexington, Ky	.....	1872	John B. Bowman, LL. D., regent; H. M. Skillman, M. D., dean.	7	.....	.....	.....	.....
18	Hospital College of Medicine, (Central University.)	Louisville, Ky	1873	1874	William H. Bolling, M. D., dean	14	.....	84	21	31
19	Kentucky School of Medicine	Louisville, Ky	1850	1850	E. S. Gaillard, M. D., LL. D., dean	8	.....	125	.....	99

20	Louisville Medical College	Louisville, Ky	1869	1869	E. S. Gaillard, M. D., LL. D., dean	9	0	250	.....	85
21	Medical department of the University of Louisville.	Louisville, Ky	1836	1837	J. M. Bodine, M. D., dean	14	0	273	.....	113
22	Charity Hospital Medical College*b*	New Orleans, La	1874	1874	D. Warren Brickell, M. D., dean	15	.....	.....	.....	9
23	Medical department of the University of Louisiana.	New Orleans, La	1835	1834	T. G. Richardson, M. D., dean	9	0	120	.....	50
24	Medical School of Maine, (Bowdoin College)	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D.	(15)		90	13	.....
25	College of Physicians and Surgeons	Baltimore, Md	1873	1873	Thomas Opie, M. D., dean	11	.....	94	.....	39
26	School of Medicine, (University of Maryland)	Baltimore, Md	1807	1807	Samuel C. Chew, M. A., M. D., dean	10	.....	115	.....	42
27	School of Medicine, (Washington University)	Baltimore, Md	1828	c1866	J. E. Lindsay, M. D., dean	13	.....	42	5	32
28	Harvard Medical School, (Harvard University)	Boston, Mass	.....	1782	Calvin Ellis, M. D., dean	(34)		231	101	36
29	Department of medicine and surgery, (University of Michigan.)	Ann Arbor, Mich	.....	1849	A. B. Palmer, M. A., M. D., dean	11	1	285	29	93
30	Detroit Medical College	Detroit, Mich	1868	1868	Edward W. Jenks, M. D.	16	.....	83	23	29
31	Medical College, (University of the State of Missouri.)	Columbia, Mo	1839	1873	Joseph G. Norwood, M. D., dean	7	.....	29	1	.....
32	Kansas City College of Physicians and Surgeons	Kansas City, Mo	1869	1869	S. S. Todd, M. D	8	0	22	0	16
33	Missouri Medical College	St. Louis, Mo., (Twenty-third street and Christy avenue.)	1840	1840	John S. Moore, M. D., dean	11	.....	192	10	69
34	St. Louis Medical College	St. Louis, Mo	1842	1841	John T. Hodgen, M. D., dean	17	.....	131	.....	47
35	New Hampshire Medical Institution, (Dartmouth College.)	Hanover, N. H	1769	1796	C. P. Frost, M. D., dean	1	7	75	13	21
36	Albany Medical College, (Union University)	Albany, N. Y	1839	1838	Thomas Hun, M. D., dean	13	3	116	.....	38
37	Long Island College Hospital*	Brooklyn, N. Y	1858	1860	Samuel G. Armor, M. D., LL. D., dean	(19)		.....	.....	.....
38	Medical department, University of Buffalo	Buffalo, N. Y	1846	1846	Thomas F. Rochester, M. D	6	2	96	6	34
39	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D	21	1	450	50	159
40	College of Physicians and Surgeons, (Columbia College.)	New York, N. Y	1807	1808	Alonzo Clark, M. D., LL. D	41	0	439	104	93
41	Medical department, University of the City of New York.	New York, N. Y	.....	1841	Charles I. Pardee, M. D., dean	24	24	520	168	123
42	Woman's Medical College of the New York Infirmary.	New York, N. Y., (128 Second avenue.)	1864	1864	Samuel Willets, president board trustees.	0	18	39	4	4
43	Medical College of Syracuse University	Syracuse, N. Y	1872	1872	Frederick Hyde, M. D., dean	11	3	40	.....	16
44	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D., dean	9	.....	75	.....	.....
45	Medical College of Ohio	Cincinnati, Ohio	1819	1821	Roberts Bartholow, M. D., dean	15	0	250	10	84
46	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	10	.....	140	.....	50
47	Cleveland Medical College, (Western Reserve College.)	Cleveland, Ohio	1843	1843	John Bennett, M. D., dean	14	.....	86	.....	33
48	Medical department, Wooster University	Cleveland, Ohio	1864	1864	Gustav C. E. Weber, M. D., dean	9	3	85	6	24
49	Columbus Medical College	Columbus, Ohio	1875	1876	D. N. Kinsman, M. D., dean	6	5	82	15	28
50	Starling Medical College	Columbus, Ohio	1846	1846	Francis Carter, M. D., dean	9	4	49	....	8
51	Medical department, Willamette University	Salem, Oreg	1853	1866	D. Payton, M. D., dean	7	1	33	.....	6
52	Jefferson Medical College	Philadelphia, Pa	1826	1824	John B. Biddle, M. D., dean	21	.....	600	.....	146
53	Medical department, University of Pennsylvania*	Philadelphia, Pa	1749	1765	Robert E. Rogers, M. D., dean	(13)		482	.....	.....
54	Woman's Medical College of Pennsylvania	Philadelphia, Pa	1850	1850	Rachel L. Bodley, A. M., dean	(15)		75	.....	12
55	Medical College of the State of South Carolina	Charleston, S. C	1823	1823	John P. Chazal, M. D., dean	8	.....	47	.....	27
56	Medical department, Vanderbilt University	Nashville, Tenn	.....	1874	Thomas Menees, M. D., dean	(12)		115	.....	46
57	Texas Medical College and Hospital	Galveston, Tex	1871	1873	Sam. R. Burroughs, M. D., dean	4	3	18	....	12
58	Medical department, University of Vermont	Burlington, Vt	1791	1821	A. P. Grinnell, M. D., dean	5	11	76	2	22

*From Report of the Commissioner of Education for 1875. *a* Lectures suspended for the session in consequence of repairs being made to the building. *b* This is a continuation of the "New Orleans School of Medicine," organized and chartered in 1856. *c* Reorganization.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1876, *&c.*—Continued.

	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 1876.
	1	2	3	4	5	6	7	8	9	10
59	Medical College of Virginia	Richmond, Va	1851	1851	James B. McCaw, M. D., dean	14	.....	42	5	15
60	Medical School, University of Virginia	University of Virginia, Va	1819	1825	James F. Harrison, M. D., chairman of faculty.	5	.....	49	.....	22
61	Medical department, Georgetown University	Washington, D. C., (cor. Tenth and E streets.)	1815	1848	F. A. Ashford, M. D., dean	11	0	33	4	.....
62	Medical department, Howard University	Washington, D. C	1865	1868	Gideon S. Palmer, M. D., dean	7	.....	30	2	7
63	National Medical College of the Columbian University.	Washington, D. C	1821	1825	John C. Riley, M. D., dean	7	.....	43	.....	12
	2. *Eclectic.*									
64	College of American Medicine and Surgery	Macon, Ga	1839	1839	A. L. Clinkscales, M. D., dean	4	3	28	5	7
65	Bennett Medical College	Chicago, Ill., (511 State street)	1869	1868	Milton Jay, M. D., dean	13	.....	70	12	22
66	Eclectic Medical College of the City of New York.	New York, N. Y., (1 Livingston place and East Fifteenth st.)	1865	1865	Robert S. Newton, M. D	5	3	53	7	32
67	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D	7	1	163	.....	68
	3. *Homœopathic.*									
68	Hahnemann Medical College	Chicago, Ill., (287 and 289 Cottage Grove avenue.)	1855	1860	R. Ludlam, M. D., dean	10	.....	88	.....	40
69	Boston University School of Medicine	Boston, Mass., (East Concord st.)	1869	1873	I. Tisdale Talbot, M. D., dean	21	4	200	.....	31
70	Homœopathic Medical College, (University of Michigan.)	Ann Arbor, Mich	.....	1875	Samuel A. Jones, M. D., dean	5	.....	51	5	.....
71	Homœopathic Medical College of Missouri	St. Louis, Mo	1857	1857	E. C. Franklin, M. D., dean	8	4	27	.....	15
72	Missouri School of Midwifery and Diseases of Women and Children.	St. Louis, Mo., (3234 North Tenth st.)	1875	1875	William C. Richardson, M. D., dean	2	2	15	.....	34
73	St. Louis Homœopathic Medical College *a*	St. Louis, Mo., (2623 Morgan st.)	1874	1874	F. R. Moore, M. D	7	0	0	0	6

74	New York Homœopathic Medical College	New York, N. Y., (568 Fifth ave.)	1859	1859	J. W. Dowling, M. D., dean	.....	20	145	.....	36
75	New York Medical College and Hospital for Women.	New York, N. Y., (n. e. cor. Lexington ave. and Thirty-seventh street.)	1863	1863	D. E. Sackett, president trustees	0	12	50	2	4
76	Pulte Medical College	Cincinnati, Ohio, (cor. Seventh and Mound sts.)	1872	1872	William Owens, M. D., dean	12	1	63	19	28
77	Homœopathic Hospital College	Cleveland, Ohio	1849	1849	N. Schneider, M. D., dean	11	1	96	9	39
78	Hahnemann Medical College of Philadelphia	Philadelphia, Pa., (1105 Filbert st.)	1848	1848	A. R. Thomas, M. D., dean	13	0	142	14	57
	II. DENTAL.									
79	New Orleans Dental College	New Orleans, La	1867	1867	A. F. McLain, M. D., D. D. S., dean	10	.....	5	.....	1
80	Baltimore College of Dental Surgery	Baltimore, Md	1839	1840	Ferdinand J. S. Gorgas, M. D., D. D. S., dean.	12	.....	55	18	19
81	Maryland Dental College	Baltimore, Md	1872	1872	Prof. R. B. Winder, M. D., D. D. S., dean	10	0	30	4	10
82	Boston Dental College	Boston, Mass	1868	1868	Elisha Chenery, M. D., dean	11	2	34	1	13
83	Dental School of Harvard University	Boston, Mass	.....	1867	Thomas H. Chandler, D. M. D., dean	14	1	23	1	10
84	Dental College of the University of Michigan	Ann Arbor, Mich	1875	1875	J. Taft, D. D. S., dean	1	2	33	20	9
85	Missouri Dental College	St. Louis, Mo	1866	1866	W. H. Eames, D. D. S., dean	12	.....	14	0	4
86	New York College of Dentistry	New York, N. Y	1865	1866	Frank Abbott, M. D., dean	14	2	73	3	27
87	Ohio College of Dental Surgery	Cincinnati, Ohio	1845	1846	J. Taft, D. D. S., dean	6	3	23	10	9
88	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1856	1856	George T. Barker, D. D. S, dean	10	20	125	10	31
89	Philadelphia Dental College	Philadelphia, Pa	1863	1863	J. H. McQuillen, M. D., D. D. S., dean	(22)		105	.....	44
	III. PHARMACEUTICAL.									
90	California College of Pharmacy	San Francisco, Cal., (s. e. cor. Clay and Kearny sts.)	1872	1872	William T. Wenzell	4	.....	36	.....	3
91	Chicago College of Pharmacy	Chicago, Ill., (79 Dearborn st)	1859	1859	Prof. N. Gray Bartlett, dean	5	.....	38	0	10
92	School of Pharmacy, Iowa Wesleyan University	Mt. Pleasant, Iowa	.....	.....	Rev. W. J. Spaulding, Ph. D., acting president.	.....	.....	.....	.....	.....
93	Louisville College of Pharmacy	Louisville, Ky	1873	1870	C. Lewis Diehl	3	.....	32	.....	8
94	Maryland College of Pharmacy	Baltimore, Md	1841	1841	W. E. Thornton, treasurer	3	.....	60	1	19
95	Massachusetts College of Pharmacy	Boston, Mass	1852	1823	Samuel M. Colcord	3	.....	85	.....	11
96	School of Pharmacy of the University of Michigan.	Ann Arbor, Mich	.....	1868	O. B. Prescott, M. D., dean	12	0	65	1	31
97	St. Louis College of Pharmacy	St. Louis, Mo	1866	1864	James M. Good, dean	3	0	78	.....	14
98	College of Pharmacy of the City of New York	New York, N. Y., (University Building, Washington square.)	1831	1829	Paul Balluff	5	0	150	2	39
99	Cincinnati College of Pharmacy	Cincinnati, Ohio	1850	1871	R. M. Byrnes	3	0	85	.....	14
100	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	Dillwyn Parrish	0	3	276	.....	105
101	Tennessee College of Pharmacy	Nashville, Tenn	1872	1872	General E. Kirby Smith	6	0	7	.....	2
102	National College of Pharmacy	Washington, D. C	1872	1872	Robert B. Ferguson	4	0	22	0	4

a No session at present; to reopen in October, 1877.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1876, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for 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	11	12	13	14	15	16	17	18	19	20	21	22	23
	I. MEDICAL AND SURGICAL.													
	1. *Regular.*													
1	College of Medicine, Southern University*			500			$25	$30	$0	$175,000	$0	$0		March 20.
2	Medical College of Alabama	2	22	500			25	30	0	175,000	0	0	$2,000	March 20.
3	College of Medicine, University of California*	2					5	40	130	75,000	0	0		
4	Medical College of the Pacific, (University College.)	*a*2	20	0	0		5	40	130		0	0	7,000	June.
5	Medical Institution of Yale College	3	35	2,500			5	25	165	200,000	30,000			June 28.
6	Atlanta Medical College													
7	Medical College of Georgia, (University of Georgia.)	2	16	5,000	2,000	25	5	30	65	50,000	0	0	2,770	March 1.
8	Savannah Medical College *b*													
9	Chicago Medical College, (Northwestern University.)	3	39				5	20	61	*c*40,000	0	0	7,500	March 20.
10	Rush Medical College, (Chicago University)	3	*d*20	0			5	25	70	65,000				February 14.
11	Woman's Hospital Medical College	3	33	50	75		5	20	50					February 28.
12	Medical College of Evansville	3	20				5	25	50	*e*1,000			1,500	February.
13	College of Physicians and Surgeons	2	16	0	0		5	25	40	4,000	0	0	3,000	March.
14	Indiana Medical College	2	21				5	25	40					February 28.
15	Medical department of Iowa State University	3	22	450	600		5	25	20					March 7.
16	College of Physicians and Surgeons	3	32				5	30	30	75,000			11,000	February 13.
17	Transylvania Medical College, (Kentucky University.)	*a*2	17	7,000			5	20						
18	Hospital College of Medicine, (Central University.)	2	21				5	30	60	15,000			3,200	February 22.
19	Kentucky School of Medicine	2	20				5	30	120					June 28.

20	Louisville Medical College	2	20	.....	.....	.....	5	30	120	.....	0	0	.....	March 1.
21	Medical department of the University of Louisville.	.....	23	4,000	.....	.....	5	30	65	.....	.....	.....	.....	October.
22	Charity Hospital Medical College*f*	3	.....	1,200	200	.....	5	30	100	35,000	.....	.....	3,000	
23	Medical department of the University of Louisiana.	3	17	1,800	.....	.....	5	30	140	150,000	0	0	12,245	March 15.
24	Medical School of Maine, (Bowdoin College)	3	16	4,000	.....	.....	5	20	75	*25,000	*2,500	*150	.....	July 12.
25	College of Physicians and Surgeons	2	20	.....	.....	.....	5	20	135	.....	.....	.....	.....	
26	School of Medicine, (University of Maryland)	2	20	300	.....	.....	5	20	125	120,000	0	0	8,005	March 1.
27	School of Medicine, (Washington University)	*g*2	38	.....	.....	.....	5	20	60	25,000	.....	.....	5,000	February 22.
28	Harvard Medical School, (Harvard University)	3	40	3,550	.....	.....	5	30	200	.....	84,365	5,513	38,504	
29	Department of medicine and surgery, (University of Michigan.)	3	26	.....	.....	.....	.....	.....	.....	75,000	.....	.....	.....	March 28.
30	Detroit Medical College	3	40	.....	.....	.....	5	25	50	40,000	.....	.....	4,958	
31	Medical College, (University of the State of Missouri.)	.....	39	.....	.....	.....	.....	5	40	.....	.....	.....	.....	July 4.
32	Kansas City College of Physicians and Surgeons.	2	21	100	150	0	5	20	65	*c*1,200	1,000	100	2,130	March 7.
33	Missouri Medical College	3	20	.....	.....	.....	5	25	65	50,000	.....	.....	14,000	March 2.
34	St. Louis Medical College	2	20	1,102	1,000	.....	5	20	115	50,000	.....	.....	9,686	March 7.
35	New Hampshire Medical Institution, (Dartmouth College.)	3	40	1,500	.....	.....	5	25	117	40,000	1,200	72	6,000	June.
36	Albany Medical College, (Union University)	3	28	(2,500)		.....	5	25	100	.....	5,000	.....	.....	February 1.
37	Long Island College Hospital*	*a*2	.....	.....	.....	.....	5	25	100	.....	.....	.....	.....	June.
38	Medical department, University of Buffalo	3	20	500	400	0	5	25	100	40,000	0	0	8,000	February 20.
39	Bellevue Hospital Medical College	*a*2	35	0	.....	.....	5	30	175	*h*10,000	0	0	.....	February 21.
40	College of Physicians and Surgeons, (Columbia College.)	3	35	*1,200	.....	.....	5	30	¢140	125,000	0	0	32,190	March 1.
41	Medical department, University of the City of New York.	3	32	100	.....	.....	5	30	123	100,000	.....	.....	.....	February 20.
42	Woman's Medical College of the New York Infirmary.	3	34	.....	.....	.....	5	30	115	25,000	0	0	2,600	March 27.
43	Medical College of Syracuse University	3	42	1,000	800	.....	5	25	100	25,000	0	0	5,000	June 26.
44	Cincinnati College of Medicine and Surgery	3	38	.....	.....	.....	5	25	70	25,000	.....	.....	.....	
45	Medical College of Ohio	3	40	3,000	.....	.....	5	25	45	100,000	0	0	14,575	March 1.
46	Miami Medical College	3	34	.....	.....	.....	5	25	40	40,000	.....	.....	.....	March 1.
47	Cleveland Medical College, (Western Reserve College.)	*a*2	20	.....	.....	.....	5	30	40	*75,000	.....	.....	.....	
48	Medical department, Wooster University	3	20	.....	.....	.....	5	30	40	40,000	.....	.....	4,000	February 22.
49	Columbus Medical College	3	26	.....	.....	.....	5	25	30	6,000	.....	.....	2,100	February 27.
50	Starling Medical College	3	20	1,000	.....	150	5	25	40	160,000	.....	.....	2,400	March 1.
51	Medical department, Willamette University	3	24	50	1,000	.....	5	30	120	2,000	.....	.....	2,500	June 18.
52	Jefferson Medical College	3	41	.....	.....	.....	5	30	140	250,000	.....	.....	.....	March 10.
53	Medical department, University of Pennsylvania*	*a*2	22	3,000	.....	.....	5	30	140	.....	.....	.....	.....	March.
54	Woman's Medical College of Pennsylvania	3	32	.....	.....	.....	5	30	105	*60,000	*64,250	*4,612	.....	March.
55	Medical College of the State of South Carolina	*j*2	20	.....	.....	0	5	30	50	.....	0	0	2,500	March.
56	Medical department, Vanderbilt University	*a*2	21	.....	.....	.....	.....	30	55	.....	.....	.....	.....	February 22.
57	Texas Medical College and Hospital	4	25	40	30	.....	5	30	120	.....	.....	.....	3,120	March 15.
58	Medical department, University of Vermont	2	16	0	.....	.....	5	25	70	16,000	0	0	4,800	June 26.

* From Report of the Commissioner of Education for 1875. *a* With 3 years of study. *b* Lectures suspended for the session in consequence of repairs being made to the building. *c* Value of building and apparatus. *d* There is also a spring course of 16 weeks. *e* Value of apparatus. *f* This is a continuation of the "New Orleans School of Medicine," organized and chartered in 1856. *g* With 3 preparatory. *h* Furniture and apparatus. *i* For full course. *j* With 1 year's previous study.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1876, *&c.*—Concluded.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for 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	11	12	13	14	15	16	17	18	19	20	21	22	23
59	Medical College of Virginia	3	36	1,000	500	.....	$5	$30	$120	$50,000	.....	.....	$3,000	March 4.
60	Medical School, University of Virginia	.....	39	.....	.....	.....	*a*30	15	110	.....	.....	.....	.....	June 28.
61	Medical department, Georgetown University	3	*b*20	.....	.....	.....	5	30	145	*c*1,000	$0	$0	.....	March.
62	Medical department, Howard University	3	21	.....	.....	.....	10	30	0	75,000	0	0	400	March.
63	National Medical College of the Columbian University.	3	22	.....	.....	.....	5	30	135	.....	.....	.....	.....	March 15.
	2. *Eclectic.*													
64	College of American Medicine and Surgery	*d*2	16	300	100	0	5	25	60	20,000	0	0	1,800	March 1.
65	Bennett Medical College	3	22	.....	.....	.....	5	25	50	60,000	.....	.....	4,500	February.
66	Eclectic Medical College of the City of New York.	3	20	300	.....	.....	5	30	100	30,000	.....	.....	3,250	March 1.
67	Eclectic Medical Institute	3	31	0	.....	.....	70	25	(*e*)	80,000	0	0	13,700	May 8.
	3. *Homœopathic.*													
68	Hahnemann Medical College	2, 3	31	.....	.....	.....	5	25	50	50,000	0	0	7,800	February 22.
69	Boston University School of Medicine	3	36	2,000	3,000	400	5	30	100	120,000	50,000	2,500	10,000	February 29.
70	Homœopathic Medical College, (University of Michigan.)	*f*2	25	.....	.....	.....	*g*10	.....	*g*15	.....	.....	.....	.....	March 28.
71	Homœopathic Medical College of Missouri	3	22	.....	.....	.....	5	0	80	5,000	.....	.....	2,750	March 3.
72	Missouri School of Midwifery and Diseases of Women and Children.	1	12	.....	.....	.....	.....	.....	75	2,000	.....	.....	1,500	June.
73	St. Louis Homœopathic Medical College *h*	2	20	0	0	0	5	30	.....	0	0	0	.....	
74	New York Homœopathic Medical College	3	22	0	.....	.....	5	30	100	10,000	.....	.....	15,022	March 3.
75	New York Medical College and Hospital for Women.	3	30	200	.....	15	5	0	55	130,000	3,000	.....	1,000	April 9.

76	Pulte Medical College	3	36	1,400	2,000	.....	5	30	50	40,000	0	0	4,000	January 17.
77	Homœopathic Hospital College	3	20	3,000	1,500	220	5	30	75	50,000	.....	.....	6,400	February 14.
78	Hahnemann Medical College of Philadelphia	2,3	21	2,000	1,000	.....	5	30	100	*i*20,000	0	0	11,045	March 9.
	II. DENTAL.													
79	New Orleans Dental College	2	18	.....	.....	.....	5	30	100	*c*750	.....	.....	500	March 19.
80	Baltimore College of Dental Surgery	2	32	(1, 100)		.....	5	30	120	*j*9,000	.....	.....	5,473	March 9.
81	Maryland Dental College	.....	22	.....	.....	.....	5	30	120	0	0	0	2,500	October 1.
82	Boston Dental College	*f*2	16	20	.....	0	5	30	100	*c*2,000	.....	.....	2,600	March 7.
83	Dental School of Harvard University	3	40	0	.....	.....	0	0	200, 150, 50	20,000	0	0	5,043	June 27.
84	Dental College of the University of Michigan	2	26	75	.....	50	*g*10	5	*g*15	*c*2,000	.....	.....	.....	March 28.
85	Missouri Dental College	2	22	200	1,000	.....	5	30	100	300	.....	.....	2,000	March 12.
86	New York College of Dentistry	2	20	40	20	40	5	30	100	.....	.....	.....	7,111	February 27.
87	Ohio College of Dental Surgery	2	22	50	500	0	5	30	100	18,000	0	0	3,000	March 7.
88	Pennsylvania College of Dental Surgery	2	43	500	2,500	0	5	30	100	*c*5,000	.....	.....	9,062	February 28.
89	Philadelphia Dental College	2	48	.....	.....	.....	5	30	100	.....	.....	.....	.....	February 28.
	III. PHARMACEUTICAL.													
90	California College of Pharmacy	2	24	.....	.....	.....	2½	10	50	*c*750	.....	.....	617	October 1.
91	Chicago College of Pharmacy	2	42	2,531	7,000	.....	2	5	36	15,000	0	0	1,860	March 2.
92	School of Pharmacy, Iowa Wesleyan University	1	40	.....	.....	.....	.....	5	24	.....	.....	.....	.....	June 20.
93	Louisville College of Pharmacy	2	24	40	120	10	5	10	30–70	*c*1,000	2,000	120	800	October 1.
94	Maryland College of Pharmacy	*k*2	24	410	25	.....	4	10	36, 51	6,000	.....	.....	.....	March.
95	Massachusetts College of Pharmacy	*k*2	30	.....	.....	.....	5	10	45	.....	5,000	300	3,500	May 10.
96	School of Pharmacy of the University of Michigan.	2	39	.....	.....	.....	*g*10	5	*g*15	.....	.....	.....	.....	June 27.
97	St. Louis College of Pharmacy	2	22	.....	.....	.....	2	5	30	0	0	0	1,800	March.
98	College of Pharmacy of the City of New York	2	21, 22	1,180	210	.....	2	10	36–85	*c*5,000	20,000	2,200	6,450	March.
99	Cincinnati College of Pharmacy	4	20	125	175	10	5	10	30	*c*300	.....	.....	2,500	March 21.
100	Philadelphia College of Pharmacy	2	21	2,395	150	30	4	10	36	76,000	16,000	1,550	.....	March 16.
101	Tennessee College of Pharmacy	2	40	.....	.....	.....	5	10	66, 36	.....	.....	.....	310	March 1.
102	National College of Pharmacy	2	25	50	.....	.....	5	15	25	*c*500	0	0	1,200	April.

a Matriculation and library fee. *b* There is a summer course of 12 weeks, supplementary. *c* Value of apparatus. *d* With 1 year's previous study. *e* Principally by scholarships costing $125, and payment of $10 each session afterwards. *f* With 3 years of study. *g* For residents of Michigan. *h* No session at present; to reopen in October, 1877. *i* Value of museum, apparatus, and library; grounds and buildings have been transferred to hospital organization. *j* Value of apparatus and specimens. *k* With 4 years in dispensary store.

TABLE XIII.—*Memoranda.*

New York Free Medical College for Women, New York, N. Y., suspended; medical department, University of South Carolina, Columbia, S. C., suspended; American Dental College, Austin, Tex., closed; College of Pharmacy of Baldwin University, Berea, Ohio, suspended.

TABLE XIV.—PART 1.—*Summary of examinations for admission to the United States Military Academy for the year* 1876.

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	3	1	2	0	0	0	0	1	2	1
Arkansas	4	2	2	0	0	0	1	1	0	0
California	3	2	1	0	0	1	0	0	0	0
Colorado	1	1	0	0	0	0	0	0	0	0
Connecticut	1	1	0	0	0	0	0	0	0	0
Delaware	0	0	0	0	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0	0	0	0
Georgia	3	3	0	0	0	0	0	0	0	0
Illinois	7	5	2	0	0	0	1	0	2	1
Indiana	3	1	2	1	0	0	0	1	1	1
Iowa	3	2	1	0	0	1	0	0	0	0
Kansas	0	0	0	0	0	0	0	0	0	0
Kentucky	5	3	2	0	0	1	2	1	1	1
Louisiana	2	2	0	0	0	0	0	0	0	0
Maine	1	1	0	0	0	0	0	0	0	0
Maryland	4	3	1	0	0	0	1	0	0	0
Massachusetts	4	4	0	0	0	0	0	0	0	0
Michigan	3	3	0	0	0	0	0	0	0	0
Minnesota	1	1	0	0	0	0	0	0	0	0
Mississippi	3	1	2	0	1	2	2	2	2	2
Missouri	5	3	2	0	0	2	1	2	2	1
Nebraska	0	0	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0
New Hampshire	3	2	1	1	0	0	0	0	0	0
New Jersey	2	2	0	0	0	0	0	0	0	0
New York	20	14	6	1	0	4	2	2	3	1
North Carolina	3	1	2	0	1	1	2	0	1	1
Ohio	5	3	2	0	0	2	1	1	1	1
Oregon	0	0	0	0	0	0	0	0	0	0
Pennsylvania	17	11	6	0	0	0	3	2	2	2
Rhode Island	1	1	0	0	0	0	0	0	0	0
South Carolina	4	1	3	0	0	1	1	0	1	0
Tennessee	1	0	1	0	0	1	1	0	0	0
Texas	1	1	0	0	0	0	0	0	0	0
Vermont	1	1	0	0	0	0	0	0	0	0
Virginia	7	3	4	0	0	0	1	0	2	2
West Virginia	2	1	1	0	0	0	1	0	1	1
Wisconsin	4	3	1	0	0	1	0	0	1	0
Arizona	0	0	0	0	0	0	0	0	0	0
Dakota	1	1	0	0	0	0	0	0	0	0
District of Columbia	1	0	1	0	0	1	1	0	0	1
Idaho	0	0	0	0	0	0	0	0	0	0
Montana	1	0	1	0	0	0	1	1	0	1
New Mexico	0	0	0	0	0	0	0	0	0	0
Utah	1	0	1	0	0	1	0	0	1	0
Washington	1	0	1	0	0	0	0	1	1	1
Wyoming	0	0	0	0	0	0	0	0	0	0
Foreign	0	0	0	0	0	0	0	0	0	0
At large	22	14	8	0	2	3	2	3	6	3
Total	154	98	56	3	4	22	24	18	30	21

TABLE XIV.—PART 2.—*Summary of examinations for admission to the United States Naval Academy for the year* 1876.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
				On what account.						
					For deficiency in—					
			Total.	Physical disability.	Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History. [a]
Alabama	8	4	4	0	0	1	4	2	3	.....
Arkansas	2	2	0	0	0	0	0	0	0	.....
California	0	0	0	0	0	0	0	0	0	.....
Colorado	0	0	0	0	0	0	0	0	0	.....
Connecticut	0	0	0	0	0	0	0	0	0	.....
Delaware	0	0	0	0	0	0	0	0	0	.....
Florida	0	0	0	0	0	0	0	0	0	.....
Georgia	4	0	4	0	0	2	4	1	4	.....
Illinois	13	7	6	0	0	3	4	0	3	.....
Indiana	4	2	2	0	0	0	2	2	1	.....
Iowa	9	4	5	0	0	3	4	2	3	.....
Kansas	1	0	1	0	0	0	1	1	1	.....
Kentucky	4	3	1	0	0	0	1	1	0	.....
Louisiana	3	2	1	0	0	0	1	0	0	.....
Maine	3	1	2	0	0	1	2	1	2	.....
Maryland	6	2	4	0	0	2	4	3	2	.....
Massachusetts	5	3	2	1	0	1	1	0	1	.....
Michigan	5	3	2	0	0	2	2	2	1	.....
Minnesota	3	1	2	0	0	1	2	1	1	.....
Mississippi	5	4	1	0	0	1	1	0	1	.....
Missouri	4	2	2	0	0	2	2	2	1	.....
Nebraska	2	0	2	0	0	0	2	2	2	.....
Nevada	0	0	0	0	0	0	0	0	0	.....
New Hampshire	2	1	1	0	0	1	1	1	1	.....
New Jersey	5	3	2	1	0	0	1	0	0	.....
New York	18	7	11	4	1	7	7	6	5	.....
North Carolina	7	3	4	1	0	2	3	2	2	.....
Ohio	12	6	6	1	0	1	5	1	2	.....
Oregon	1	1	0	0	0	0	0	0	0	.....
Pennsylvania	17	5	12	2	0	6	10	6	5	.....
Rhode Island	0	0	0	0	0	0	0	0	0	.....
South Carolina	3	1	2	0	0	1	2	0	2	.....
Tennessee	5	2	3	0	0	1	3	1	2	.....
Texas	3	1	2	0	0	0	2	2	2	.....
Vermont	1	1	0	0	0	0	0	0	0	.....
Virginia	5	4	1	1	0	0	0	0	0	.....
West Virginia	1	1	0	0	0	0	0	0	0	.....
Wisconsin	0	0	0	0	0	0	0	0	0	.....
Arizona	0	0	0	0	0	0	0	0	0	.....
Dakota	2	0	2	0	0	1	2	2	2	.....
District of Columbia	2	0	2	0	0	1	2	1	1	.....
Idaho	0	0	0	0	0	0	0	0	0	.....
Montana	1	0	1	0	0	1	1	1	1	.....
New Mexico	1	0	1	0	1	1	1	1	1	.....
Utah	0	0	0	0	0	0	0	0	0	.....
Washington	2	1	1	0	0	1	1	0	1	.....
Wyoming	1	0	1	1	0	0	0	0	0	.....
Foreign	0	0	0	0	0	0	0	0	0	.....
At large	18	17	1	0	0	1	0	0	1	.....
Total	188	94	94	12	1	44	78	44	54	.....

[a] Not examined in this branch.

TABLE XV.—PART 1.—*Degrees conferred in* 1876 *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

	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	State Agricultural and Mechanical College, Auburn, Ala	8	0	....	....	....	....	....
2	Southern University, Greensboro', Ala	5	0	....	....	....	3	....
3	Howard College, Marion, Ala	6	0	....	3	....	....	....
4	University of Alabama, Tuscaloosa, Ala	19	12	....	....	....	5	8
5	Arkansas College, Batesville, Ark	8	3	....	8	....	....	....
6	Cane Hill College, Boonsboro', Ark	4	.....	....	4	....	....	....
7	Arkansas Industrial University, Fayetteville, Ark	*a*10	0	3	6	....	....	....
8	St. John's College of Arkansas, Little Rock, Ark	1	.....	....	1	....	....	....
9	University of California, Oakland, Cal	33	0	....	11	....	3	....
10	St. Mary's College, San Francisco, Cal	5	0	....	4	....	1	....
11	Santa Clara College, Santa Clara, Cal	6	1	....	2	....	....	....
12	University of the Pacific, Santa Clara, Cal	13	.....	....	4	....	....	....
13	Pacific Methodist College, Santa Rosa, Cal	18	.....	....	6	....	....	....
14	California College, Vacaville, Cal	3	2	....	1	....	....	....
15	Washington College, Washington, Cal	*b*7	.....	....	....	....	....	....
16	Hesperian College, Woodland, Cal	5	.....	....	....	....	....	....
17	State School of Mines, Golden, Colo	0	0	....	....	....	....	....
18	Trinity College, Hartford, Conn	27	7	....	13	....	14	3
19	Wesleyan University, Middletown, Conn	56	7	....	30	....	25	3
20	Yale College, New Haven, Conn	166	.....	....	121	....	....	....
21	University of Georgia, Athens, Ga	64	1	....	19	....	1	....
22	Atlanta University, Atlanta, Ga	7	0	....	6	....	....	....
23	Gainesville Male and Female College, Gainesville, Ga	0	0	....	....	....	....	....
24	Mercer University, Macon, Ga	30	4	....	24	....	....	3
25	Abingdon College, Abingdon, Ill	7	.....	....	....	....	....	....
26	Hedding College, Abingdon, Ill	2	0	....	1	....	....	....
27	Illinois Wesleyan University, Bloomington, Ill	34	4	....	8	....	9	2
28	Blackburn University, Carlinville, Ill	12	0	....	2	....	3	....
29	Carthage College, Carthage, Ill	14	0	....	7	....	....	....
30	Illinois Industrial University, Champaign, Ill	0	0	....	....	....	....	....
31	St. Ignatius College, Chicago, Ill	7	0	....	7	....	....	....
32	University of Chicago, Chicago, Ill	29	8	....	10	....	12	5
33	Eureka College, Eureka, Ill	9	.....	....	5	....	3	....
34	Northwestern University, Evanston, Ill	80	*c*4	1	19	....	....	2
35	Knox College, Galesburg, Ill	13	3	....	1	....	5	1
36	Lombard University, Galesburg, Ill	6	4	*d*4	1	3	....	....
37	Illinois College, Jacksonville, Ill	11	0	....	5	....	2	....
38	McKendree College, Lebanon, Ill	30	4	....	6	....	5	2
39	Lincoln University, Lincoln, Ill	12	.....	....	....	....	....	....
40	Monmouth College, Monmouth, Ill	50	2	....	22	....	15	....
41	Northwestern College, Naperville, Ill	8	5	*e*4	1	....	....	1
42	Augustana College, Rock Island, Ill	0	.....	....	....	....	....	....
43	Shurtleff College, Upper Alton, Ill	16	3	....	12	....	1	1
44	Westfield College, Westfield, Ill	6	0	....	....	....	1	....
45	Wheaton College, Wheaton, Ill	16	.....	....	*f*8	....	8	....
46	Bedford College, Bedford, Ind	0	.....	....	....	....	....	....
47	Indiana University, Bloomington, Ind	45	2	....	18	....	....	....
48	Concordia College, Fort Wayne, Ind	0	.....	....	....	....	....	....
49	Franklin College, Franklin, Ind	1	2	....	....	....	....	....
50	Indiana Asbury University, Greencastle, Ind	*b*25	5	....	....	....	....	3
51	Hartsville University, Hartsville, Ind	5	.....	....	1	....	1	....
52	North Western Christian University, Irvington, Ind	7	2	....	6	....	....	1
53	Purdue University, Lafayette, Ind	1	0	....	....	....	....	....
54	Smithson College, Logansport, Ind	2	0	....	2	....	....	....
55	Union Christian College, Merom, Ind	7	0	....	2	....	....	....
56	Moore's Hill College, Moore's Hill, Ind	3	.....	....	....	....	....	....

a Includes 1 B. C. — *b* Degrees not specified. — *c* Includes 1 honorary M. D.

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.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
...	...	...	...	2	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	2
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	8	3	4
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	5
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8
...	...	...	...	...	...	...	...	...	...	19	...	...	...	...	...	...	...	...	...	...	...	...	9
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10
4	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	11
4	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	12
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	14
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15
2	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	1	18
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	1	19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	...	...	34	...	20
14	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	29	...	...	...	...	21
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1	24
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25
...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	26
4	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	2	...	...	...	11	...	27
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31
1	...	2	1	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	2	32
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33
...	...	...	...	4	...	...	...	...	...	4	...	...	...	...	...	...	...	52	...	...	...	1	34
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	35
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	36
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37
9	...	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	38
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	6	...	39
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	40
...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	41
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42
...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	1	1	...	...	...	...	1	43
2	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	46
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	2	47
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	49
...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	50
1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	51
1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	52
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53
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d These are "laureate of arts." *e* These are "master of English literature." *f* Includes 3 A. S.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	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
57	Earlham College, Richmond, Ind	7	0	....	3	....	1	....
58	Ridgeville College, Ridgeville, Ind	0	0	....	....	....	....	....
59	Iowa State Agricultural College, Ames, Iowa	21	.....	....	....	....	....	....
60	Amity College, College Springs, Iowa	0	.....	....	....	....	....	....
61	Norwegian Luther College, Decorah, Iowa	7	0	....	7	....	....	....
62	Upper Iowa University, Fayette, Iowa	7	.....	....	....	....	....	....
63	Simpson Centenary College, Indianola, Iowa	37	0	....	1	....	1	....
64	Iowa State University, Iowa City, Iowa	101	0	....	13	....	....	....
65	Iowa Wesleyan University, Mt. Pleasant, Iowa	18	.....	....	....	....	....	....
66	Cornell College, Mt. Vernon, Iowa	20	3	....	4	....	3	....
67	Oskaloosa College, Oskaloosa, Iowa	4	.....	....	3	....	....	....
68	Central University of Iowa, Pella, Iowa	1	3	....	....	....	1	2
69	Tabor College, Tabor, Iowa	6	0	....	4	....	....	....
70	Western College, Western College, Iowa	12	2	....	1	....	5	1
71	Baker University, Baldwin City, Kans	2	1	....	1	....	....	1
72	Highland University, Highland, Kans	*a*3	3	....	....	....	....	3
73	University of Kansas, Lawrence, Kans	12	2	....	5	....	4	1
74	Kansas State Agricultural College, Manhattan, Kans	4	.....	....	4	....	....	....
75	St. Mary's College, St. Mary's, Kans	0	.....	....	....	....	....	....
76	Washburn College, Topeka, Kans	1	.....	....	1	....	....	....
77	St. Joseph's College, Bardstown, Ky	0	0	....	....	....	....	....
78	Berea College, Berea, Ky	1	.....	....	1	....	....	....
79	Warren College, Bowling Green, Ky	9	3	....	7	....	2	....
80	Cecilian College, Cecilian Junction, Ky	4	.....	....	4	....	....	....
81	Centre College, Danville Ky	17	3	....	7	....	10	....
82	Eminence College, Eminence, Ky	5	3	....	5	....	....	3
83	Kentucky Military Institute, Farmdale, Ky	*b*6	3	....	1	....	....	....
84	Georgetown College, Georgetown, Ky	13	1	....	5	....	4	....
85	Kentucky University, Lexington, Ky	19	0	....	6	....	....	....
86	Murray Institute, Murray, Ky	4	0	....	....	....	....	....
87	Concord College, New Liberty, Ky	0	0	....	....	....	....	....
88	Central University, Richmond, Ky	34	.....	....	....	....	....	....
89	Bethel College, Russellville, Ky	6	.....	....	6	....	....	....
90	Louisiana State University, Baton Rouge, La	57	.....	....	....	....	....	....
91	Centenary College of Louisiana, Jackson, La	5	1	....	3	....	....	1
92	Agricultural and Mechanical College of Louisiana, New Orleans, La.	0	0	....	....	....	....	....
93	Leland University, New Orleans, La	0	0	....	....	....	....	....
94	Bowdoin College, Brunswick, Me	43	.....	....	43	....	....	....
95	Bates College, Lewiston, Me	43	2	....	24	....	19	1
96	Maine State College of Agriculture and Mechanic Arts, Orono, Me.	33	0	....	....	....	....	....
97	Colby University, Waterville, Me	14	7	....	9	....	5	5
98	St. John's College, Annapolis, Md	7	2	....	7	....	....	....
99	Johns Hopkins University, Baltimore, Md	0	0	....	....	....	....	....
100	Washington College, Chestertown, Md	7	.....	....	7	....	....	....
101	Maryland Agricultural College, College Station, Md	6	0	....	3	....	3	....
102	Rock Hill College, Ellicott City, Md	3	.....	....	3	....	....	....
103	Western Maryland College, Westminster, Md	2	2	....	....	....	2	....
104	Amherst College, Amherst, Mass	82	3	....	69	....	13	....
105	Massachusetts Agricultural College, Amherst, Mass	24	.....	....	....	....	....	....
106	Boston College, Boston, Mass	0	0	....	....	....	....	....
107	Boston University, Boston, Mass	114	*c*2	....	....	....	....	....
108	Massachusetts Institute of Technology, Boston, Mass	44	0	....	....	....	....	....
109	Harvard University, Cambridge, Mass	265	5	....	147	....	7	..
110	Tufts College, College Hill, Mass	26	1	....	12	..	10	....
111	Williams College, Williamstown, Mass	44	5	....	34	..	10	....
112	College of the Holy Cross, Worcester, Mass	20	0	....	19	....	1	....
113	Worcester County Free Institute of Industrial Science, Worcester, Mass.	22	.....	....	....	....	....	....

a Degrees not specified. *b* Includes 1 B. E., (bachelor of English,) 3 B. C. S., (bachelor of commercial
d These are "mechanical engineers." *e* These are M. D.

1876 *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. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57
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19	...	...	...	10	...	*d*1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	96
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21	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9	...	31	...	...	53	...	107
44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108
3	...	*f*1	...	4	...	...	...	...	...	...	5	...	...	...	...	5	...	36	*g*10	...	47	5	109
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22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	113

science,) and 1 C. P.

c Includes degrees of "master in pharmacy."

f This is "doctor of science."

g These are D. D. M.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	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
114	Adrian College, Adrian, Mich	8	0	...	4	...	...	...
115	Albion College, Albion, Mich	10	1	...	4	...	...	...
116	University of Michigan, Ann Arbor, Mich	409	0	...	38	...	30	...
117	Battle Creek College, Battle Creek, Mich	0	0	...	...	...	...	...
118	Hillsdale College, Hillsdale, Mich	3	.....	...	...	...	...	...
119	Hope College, Holland City, Mich	11	0	...	5	...	6	...
120	Kalamazoo College, Kalamazoo, Mich	0	0	...	...	...	...	...
121	Michigan State Agricultural College, Lansing, Mich	24	0	...	...	...	...	...
122	Olivet College, Olivet, Mich	10	1	...	3	...	4	...
123	University of Minnesota, Minneapolis, Minn	12	0	...	4	...	...	...
124	Carleton College, Northfield, Minn	2	0	...	2	...	...	...
125	Mississippi College, Clinton, Miss	10	0	...	5	...	...	...
126	Shaw University, Holly Springs, Miss	.....	1	...	...	...	...	...
127	University of Mississippi, Oxford, Miss	18	2	...	13	...	3	...
128	Alcorn University, Rodney, Miss	0	0	...	...	...	...	...
129	St. Vincent's College, Cape Girardeau, Mo	3	.....	...	...	...	3	...
130	University of the State of Missouri, Columbia, Mo	14	.....	...	...	...	...	...
131	Central College, Fayette, Mo	2	.....	...	1	...	1	...
132	Lewis College, Glasgow, Mo	3	.....	...	...	...	...	...
133	Pritchett School Institute, Glasgow, Mo	5	.....	...	3	...	2	...
134	Lincoln College, Greenwood, Mo	1	0	...	1	...	...	...
135	William Jewell College, Liberty, Mo	1	2	...	1	...	...	...
136	Baptist College, Louisiana, Mo	1	.....	...	...	...	1	...
137	Christian Brothers' College, St. Louis, Mo	*b*8	0	...	...	...	...	...
138	St. Louis University, St. Louis, Mo	9	0	...	7	...	2	...
139	Washington University, St. Louis, Mo	*c*32	0	...	8	...	...	...
140	Drury College, Springfield, Mo	2	1	...	1	...	...	1
141	Central Wesleyan College, Warrenton, Mo	3	1	...	3	...	...	1
142	University of Nebraska, Lincoln, Nebr	5	0	...	2	...	...	...
143	Dartmouth College, Hanover, N. H	124	12	...	69	...	21	5
144	New Hampshire College of Agriculture and Mechanic Arts, Hanover, N. H.	7	.....	...	...	...	...	...
145	Stevens Institute of Technology, Hoboken, N. J	16	.....	...	...	...	...	...
146	Rutgers College, New Brunswick, N. J	68	.....	...	27	...	26	...
147	College of New Jersey, Princeton, N. J	190	3	...	109	...	73	2
148	Seton Hall College, South Orange, N. J	25	.....	...	11	...	14	...
149	St. Bonaventure's College, Allegany, N. Y	1	.....	...	1	...	...	...
150	St. Stephen's College, Annandale, N. Y	14	1	...	9	...	5	...
151	Wells College, Aurora, N. Y	2	0	...	1	...	...	...
152	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y	3	0	...	1	...	...	...
153	St. Lawrence University, Canton, N. Y	18	2	...	4	...	2	...
154	Hamilton College, Clinton, N. Y	51	10	...	25	...	11	5
155	St. John's College, Fordham, N. Y	24	1	...	21	...	3	...
156	Hobart College, Geneva, N. Y	15	7	...	7	...	4	2
157	Madison University, Hamilton, N. Y	29	5	...	13	...	11	4
158	Cornell University, Ithaca, N. Y	73	0	1	8	...	4	...
159	Ingham University, Le Roy, N. Y	.....	0	...	...	...	...	...
160	College of the City of New York, New York, N. Y	44	4	...	25	...	...	4
161	College of St. Francis Xavier, New York, N. Y	17	2	...	12	...	5	...
162	Columbia College, New York, N. Y	173	3	...	37	...	17	1
163	Manhattan College, New York, N. Y	19	0	...	13	...	6	...
164	Rutgers Female College, New York, N. Y	5	3	3	2	...	...	2
165	University of the City of New York, New York, N. Y	184	4	...	6	...	3	...
166	Vassar College, Poughkeepsie, N. Y	49	0	...	46	...	3	...
167	University of Rochester, Rochester, N. Y	34	3	...	29	...	...	...
168	Union University, Schenectady, N. Y	161	9	...	38	...	...	3
169	Syracuse University, Syracuse, N. Y	63	5	...	18	...	7	4
170	University of North Carolina, Chapel Hill, N. C	0	6	...	...	...	...	4
171	Davidson College, Davidson College, N. C	17	3	...	17	...	...	...

a Includes 6 degrees of "master of philosophy."
b Degrees not specified.
c Includes 1 degree of "chemist."
d These are "mechanical engineer."

1876 *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. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
4	..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	114
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14	..	8	....	11	....	....	....	....	....	*a*19	....	2	....	....	....	....	..	93	4	31	159	....	116
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e This is M. Ph., (mistress of philosophy.)
f One of these is "architect."

g This is D. Vet. Med.
h These are degrees in painting.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	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
172	Trinity College, Trinity, N. C	21	2	....	15	....	6	....
173	Wake Forest College, Wake Forest, N. C	4	0	....	3	....	....	....
174	Weaverville College, Weaverville, N. C	0	0	....	....	....	....	....
175	Wilson College, Wilson, N. C	3	0	....	3	....	....	....
176	Ohio University, Athens, Ohio	13	1	....	7	....	6	....
177	Baldwin University, Berea, Ohio	15	.....	....	7	....	4	....
178	German Wallace College, Berea, Ohio	6	0	....	3	....	1	....
179	St. Xavier College, Cincinnati, Ohio	7	.....	....	6	....	1	....
180	University of Cincinnati, Cincinnati, Ohio	0	0	....	....	....	....	....
181	Ohio Agricultural and Mechanical College, Columbus, Ohio	0	0	....	....	....	....	....
182	Ohio Wesleyan University, Delaware, Ohio	56	6	....	38	....	18	5
183	Kenyon College, Gambier, Ohio	8	2	....	8	....	....	2
184	Denison University, Granville, Ohio	21	1	....	17	....	1	....
185	Hiram College, Hiram, Ohio	6	0	....	....	....	6	....
186	Western Reserve College, Hudson, Ohio	46	6	....	10	....	2	2
187	Marietta College, Marietta, Ohio	18	4	....	17	....	....	1
188	Franklin College, New Athens, Ohio	4	1	....	4	....	....	....
189	Muskingum College, New Concord, Ohio	16	1	....	9	....	....	....
190	Oberlin College, Oberlin, Ohio	46	1	....	31	....	7	1
191	McCorkle College, Sago, Ohio	7	1	....	5	....	....	1
192	Miami Valley College, Springboro', Ohio	*a*3	.....	....	....	....	....	....
193	Wittenberg College, Springfield, Ohio	24	7	....	13	....	11	....
194	Heidelberg College, Tiffin, Ohio	18	2	....	10	....	....	....
195	Urbana University, Urbana, Ohio	3	0	....	2	....	....	....
196	Otterbein University, Westerville, Ohio	16	2	....	9	....	2	....
197	Geneva College, West Geneva, Ohio	3	0	....	2	....	....	....
198	University of Wooster, Wooster, Ohio	59	8	....	18	....	12	....
199	Wilberforce University, Xenia, Ohio	4	2	....	1	....	....	1
200	Antioch College, Yellow Springs, Ohio	3	0	....	2	....	1	....
201	Corvallis State Agricultural College, Corvallis, Oreg	6	2	....	....	....	1	....
202	Oregon State University, Eugene City, Oreg	0	0	....	....	....	....	....
203	Christian College, Monmouth, Oreg	7	0	....	2	....	....	....
204	Philomath College, Philomath, Oreg	1	0	....	....	....	....	....
205	Willamette University, Salem, Oreg	6	.....	....	....	....	....	....
206	Lebanon Valley College, Annville, Pa	4	.....	....	3	....	1	....
207	Dickinson College, Carlisle, Pa	31	6	....	21	....	10	3
208	Pennsylvania Military Academy, Chester, Pa	8	1	....	....	....	....	....
209	Lafayette College, Easton, Pa	*b*76	3	....	36	....	16	....
210	Pennsylvania College, Gettysburg, Pa	30	8	....	16	....	14	4
211	Thiel College, Greenville, Pa	5	.....	....	5	....	....	....
212	Haverford College, Haverford College, Pa	16	2	....	14	....	2	1
213	Monongahela College, Jefferson, Pa	1	.....	....	1	....	....	....
214	Franklin and Marshall College, Lancaster, Pa	16	3	....	14	....	2	2
215	University at Lewisburg, Lewisburg, Pa	18	4	....	9	....	7	2
216	Allegheny College, Meadville, Pa	18	5	....	14	....	4	2
217	Mercersburg College, Mercersburg, Pa	17	1	....	11	....	6	....
218	New Castle College, New Castle, Pa	*c*1	.....	....	....	....	....	....
219	Westminster College, New Wilmington, Pa	14	1	....	7	....	2	....
220	Polytechnic College of the State of Pennsylvania, Philadelphia, Pa.	*d*23	.....	....	....	....	....	....
221	St. Joseph's College, Philadelphia, Pa	0	0	....	....	....	....	....
222	University of Pennsylvania, Philadelphia, Pa	85	2	....	10	....	25	....
223	Wagner Free Institute of Science, Philadelphia, Pa	0	*a*2	....	....	....	....	....
224	Western University of Pennsylvania, Pittsburg, Pa	15	0	....	2	....	5	....
225	Pennsylvania State College, State College, Pa	7	0	....	2	....	....	....
226	Swarthmore College, Swarthmore, Pa	11	0	....	7	....	....	....
227	Washington and Jefferson College, Washington, Pa	23	5	....	21	....	....	....
228	Brown University, Providence, R. I	65	6	....	46	....	9	6
229	College of Charleston, Charleston, S. C	6	.....	....	6	....	....	....
230	University of South Carolina, Columbia, S. C	12	1	....	3	....	....	....

a Degrees not specified. *b* Includes 2 A. C. *c* This is B. C. S., (bachelor

1876 *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. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
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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of commercial science.)

d Includes 4 degrees of "bachelor of mechanical engineering."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	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
231	Erskine College, Due West, S. C	8	6	....	8	....	....	6
232	Furman University, Greenville, S. C	4	1	....	1	....	1	....
233	Wofford College, Spartanburg, S. C	25	1	....	18	....	4	....
234	Newberry College, Walhalla, S. C	5	1	....	5	....	....	1
235	East Tennessee Wesleyan University, Athens, Tenn	5	2	*a*3	2	....	....	1
236	Beech Grove College, Beech Grove, Tenn	*b*1	....	....	....	....	....	....
237	South Western Presbyterian University, Clarksville, Tenn	4	0	....	4	....	....	....
238	Hiwassee College, Hiwassee College, Tenn	6	0	....	5	....	1	....
239	Greeneville and Tusculum College, Home, Tenn	2	0	....	2	....	....	....
240	Southwestern Baptist University, Jackson, Tenn	6	0	....	6	....	....	....
241	East Tennessee University, Knoxville, Tenn	12	1	....	5	....	1	....
242	Cumberland University, Lebanon, Tenn	61	4	....	7	....	....	3
243	Bethel College, McKenzie, Tenn	1	....	....	1	....	....	....
244	McKenzie College, McKenzie, Tenn	1	0	....	....	....	....	....
245	Manchester College, Manchester, Tenn	0	0	....	....	....	....	....
246	Maryville College, Maryville, Tenn	5	....	....	5	....	....	....
247	Christian Brothers' College, Memphis, Tenn	....	0	....	....	....	....	....
248	Mosheim Male and Female Institute, Mosheim, Tenn	2	....	....	2	....	....	....
249	Mossy Creek Baptist College, Mossy Creek, Tenn	6	....	....	6	....	....	....
250	Central Tennessee College, Nashville, Tenn	0	2	....	....	....	....	....
251	Fisk University, Nashville, Tenn	0	0	....	....	....	....	....
252	Vanderbilt University, Nashville, Tenn	56	....	....	....	....	....	....
253	University of the South, Sewanee, Tenn	10	3	....	3	....	....	....
254	Texas Military Institute, Austin, Tex	....	0	....	....	....	....	....
255	Southwestern University, Georgetown, Tex	4	....	....	4	....	....	....
256	Baylor University, Independence, Tex	2	....	....	2	....	....	....
257	Trinity University, Tehuacana, Tex	8	....	....	8	....	....	....
258	Waco University, Waco, Tex	10	0	....	5	....	5	....
259	University of Vermont and State Agricultural College, Burlington, Vt.	39	0	....	12	....	....	....
260	Middlebury College, Middlebury, Vt	19	5	....	16	....	3	3
261	Norwich University, Northfield, Vt	4	....	....	....	....	....	....
262	Randolph Macon College, Ashland, Va	*d*1	....	....	....	....	1	....
263	Virginia Agricultural and Mechanical College, Blacksburg, Va.	*e*27	....	....	....	....	....	....
264	Hampden Sidney College, Hampden Sidney, Va	8	6	....	7	....	1	....
265	Hampton Normal and Agricultural Institute, Hampton, Va	....	0	....	....	....	....	....
266	Virginia Military Institute, Lexington, Va	*f*36	....	....	....	....	....	....
267	Washington and Lee University, Lexington, Va	24	2	....	10	....	3	....
268	Richmond College, Richmond, Va	6	1	....	3	....	3	....
269	Roanoke College, Salem, Va	14	4	....	14	....	....	2
270	University of Virginia, University of Virginia, Va	50	0	....	1	....	1	....
271	College of William and Mary, Williamsburg, Va	19	4	....	6	....	....	....
272	Bethany College, Bethany, W. Va	22	3	5	9	....	....	3
273	West Virginia College, Flemington, W. Va	0	0	....	....	....	....	....
274	West Virginia University, Morgantown, W. Va	21	0	....	3	....	7	....
275	Lawrence University, Appleton, Wis	19	2	....	4	....	....	1
276	Beloit College, Beloit, Wis	17	1	....	10	....	7	....
277	Galesville University, Galesville, Wis	3	....	....	1	....	....	....
278	University of Wisconsin, Madison, Wis	72	3	6	7	....	....	2
279	Milton College, Milton, Wis	*h*6	....	....	1	....	....	....
280	St. John's College, Prairie du Chien, Wis	2	....	....	2	....	....	....
281	Racine College, Racine, Wis	14	3	....	6	....	8	2
282	Ripon College, Ripon, Wis	5	0	....	3	....	2	....
283	Northwestern University, Watertown, Wis	4	....	....	3	....	1	....
284	Georgetown University, Georgetown, D. C	20	2	....	7	....	....	2
285	Columbian University, Washington, D. C	55	2	....	....	....	....	....
286	Howard University, Washington, D. C	17	....	....	4	....	2	....
287	National Deaf-Mute College, Washington, D. C	4	0	....	3	....	1	....

a These are M. E. L.
b Degree not specified.
c These are D. C. L.
d There were 50 graduates in schools.
e 22 of these are "graduate in agriculture," and 5 are "graduate in agriculture and mechanics."

1876 *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. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	--	...	...	...	231
1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	232
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	233
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	234
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	241
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	1	...	...	...	44	...	242
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	243
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	244
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	249
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	250
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	251
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	46	...	...	10	...	252
5	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	62	253
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	254
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...	...	...	...	1	...	...	...	...	...	4	...	...	...	...	...	...	...	22	...	...	...	...	259
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	260
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	261
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	262
...	...	...	...	...	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	263
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	1	264
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	265
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1	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	2	267
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	269
3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	22	...	...	20	...	270
...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	4	...	...	...	...	...	271
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	272
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	273
6	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	274
11	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	275
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2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	277
2 *h*	...	...	...	4	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	1	278
5 *h*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	279
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	12	...	...	43	1	285
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...	...	4	...	286
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	287

f These are "graduate Virginia Military Institute."
g This is S. T. D.
h 3 of these are L. S., (laureate of science.)

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.]

	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	Pacific Theological Seminary, Oakland, Cal	2	2	....	....	....	....	....	....
2	San Francisco Theological Seminary, San Francisco, Cal	2	2	....	....	....	....	....	....
3	Berkeley Divinity School, Middletown, Conn	*a*17	....	....	....	....	....	....	....
4	Baptist Union Theological Seminary, Chicago, Ill	6	6	....	....	....	....	....	....
5	Chicago Theological Seminary, Chicago, Ill	3	3	....	....	....	....	....	....
6	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	4	4	....	....	....	....	....	....
7	Garrett Biblical Institute, Evanston, Ill	9	9	2	....	....	....	....	....
8	Augustana Theological Seminary, Rock Island, Ill	*a*6	....	....	....	....	....	....	....
9	Danville Theological Seminary, Danville, Ky	*a*2	....	....	....	....	....	....	....
10	Bangor Theological Seminary, Bangor, Me	*a*15	....	....	....	....	....	....	....
11	Andover Theological Seminary, Andover, Mass	13	13	....	....	....	....	....	....
12	Episcopal Theological School, Cambridge, Mass	3	3	....	....	....	....	....	....
13	Newton Theological Institution, Newton Centre, Mass	*a*18	....	....	....	....	....	....	....
14	Seabury Divinity School, Faribault, Minn	2	2	....	....	....	....	....	....
15	Augsburg Seminarium, Minneapolis, Minn	*a*2	....	....	....	....	....	....	....
16	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	*a*1	....	....	....	....	....	....	....
17	Concordia College, St. Louis, Mo	*a*26	....	....	....	....	....	....	....
18	German Theological School of Newark, Bloomfield, N. J	1	1	....	....	....	....	....	....
19	Drew Theological Seminary, Madison, N. J	18	18	....	....	....	....	....	....
20	Theological Seminary of the Reformed Church in America, New Brunswick, N. J.	*a*16	....	....	....	....	....	....	....
21	Theological Seminary of the Presbyterian Church, Princeton, N. J.	*a*30	....	....	....	....	....	....	....
22	Auburn Theological Seminary, Auburn, N. Y	*a*13	....	....	....	....	....	....	....
23	The Lay College, Brooklyn, N. Y	*a*13	....	....	....	....	....	....	....
24	Hamilton Theological Seminary, Hamilton, N. Y	*a*11	....	....	....	....	....	....	....
25	Hartwick Seminary, Hartwick Seminary, N. Y	*a*3	....	....	....	....	....	....	....
26	Newburgh Theological Seminary, Newburgh, N. Y	*a*4	....	....	....	....	....	....	....
27	General Theological Seminary, New York, N. Y	*a*25	*b*1	....	....	....	....	....	....
28	Union Theological Seminary, New York, N. Y	*a*35	....	....	....	....	....	....	....
29	Rochester Theological Seminary, Rochester, N. Y	*a*13	....	....	....	....	....	....	....
30	Seminary of Our Lady of Angels, Suspension Bridge, N. Y	*c*4	....	....	....	....	....	....	....
31	St. Joseph's Provincial Seminary, Troy, N. Y	*d*23	....	....	....	....	....	....	....
32	Biddle Memorial Institute, Charlotte, N. C	*a*5	....	....	....	....	....	....	....
33	St. Charles Borromeo Theological Seminary, Carthagena, Ohio.	*a*6	....	....	....	....	....	....	....
34	Lane Theological Seminary, Cincinnati, Ohio	15	15	....	....	....	....	....	....
35	Mt. St. Mary's Seminary of the West, Cincinnati, Ohio	*a*14	....	....	....	....	....	....	....
36	Theological Seminary of the P. E. Church, Gambier, Ohio	....	....	5	....	....	....	....	....
37	Heidelberg Theological Seminary, Tiffin, Ohio	*a*10	....	....	....	....	....	....	....
38	United Presbyterian Theological Seminary, Xenia, Ohio	*a*8	....	....	....	....	....	....	....
39	Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa.	*a*16	....	....	....	....	....	....	....
40	Theological Seminary of the Reformed Church, Lancaster, Pa.	*a*10	....	....	....	....	....	....	....
41	Meadville Theological School, Meadville, Pa	*a*1	....	....	....	....	....	....	....
42	Divinity School of the P. E. Church, Philadelphia, Pa	*a*15	....	....	....	....	....	....	....
43	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	*a*15	....	....	....	....	....	....	....
44	Missionary Institute, Selin's Grove, Pa	*a*1	....	....	....	....	....	....	....
45	Crozer Theological Seminary, Upland, Pa	*a*9	....	....	....	....	....	....	....
46	Theological Seminary of the Presbyterian Church, Columbia, S. C.	*a*8	....	....	....	....	....	....	....
47	Southern Baptist Theological Seminary, Greenville, S. C	*e*3	....	....	....	....	....	....	....
48	Union Theological Seminary, Hampden Sidney, Va	*a*19	....	....	....	....	....	....	....
49	Theological Seminary of the Evangelical Lutheran Church, Salem, Va.	*a*2	....	....	....	....	....	....	....

a Number of graduates reported. *b* This was S. T. B. *c* Graduates with the degree of A. B.
d Number of priests ordained during year. *e* Full graduates; there were also about 30 partial graduates.

TABLE XV.—PART 2.—*Degrees conferred in professional schools, &c.*—Continued.

	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
50	Protestant Episcopal Theological Seminary, Theological Seminary P. O., Va.	a15	.....	.....	.....	.....	.....	.....	.....
51	Nashotah House, Nashotah, Wis	4	4	.....	.....	.....	.....	.....	.....
52	Seminary of St. Francis of Sales, St. Francis Station, Wis.	a27	.....	.....	.....	.....	.....	.....	.....
	SCHOOLS OF LAW.								
53	Union College of Law of the University of Chicago and the Northwestern University, Chicago, Ill.	50	.....	.....	.....	.....	.....	50	.....
54	School of Law of the University of Maryland, Baltimore, Md.	29	.....	.....	.....	.....	.....	29	.....
55	Law School of the Cincinnati College, Cincinnati, Ohio	37	.....	.....	.....	.....	.....	37	.....
56	Law department, National University, Washington, D. C.	48	.....	.....	.....	.....	.....	48	.....
	SCHOOLS OF MEDICINE.								
57	Medical College of Alabama, Mobile, Ala	15	.....	.....	15	.....	.....	.....	.....
58	Medical College of the Pacific, San Francisco, Cal	20	.....	.....	20	.....	.....	.....	.....
59	Rush Medical College, Chicago, Ill	b79	.....	.....	b79	.....	.....	.....	.....
60	Woman's Hospital Medical College, Chicago, Ill	10	.....	.....	10	.....	.....	.....	.....
61	Medical College of Evansville, Evansville, Ind	8	.....	.....	8	.....	.....	.....	.....
62	College of Physicians and Surgeons, Indianapolis, Ind	c25	.....	.....	c25	.....	.....	.....	.....
63	College of Physicians and Surgeons, Keokuk, Iowa	d117	.....	.....	d117	.....	.....	.....	.....
64	Kentucky School of Medicine, Louisville, Ky	99	.....	.....	99	.....	.....	.....	.....
65	Louisville Medical College, Louisville, Ky	85	.....	.....	85	.....	.....	.....	.....
66	Medical department, University of Louisville, Louisville, Ky.	113	.....	.....	113	.....	.....	.....	.....
67	Charity Hospital Medical College, New Orleans, La	9	.....	.....	9	.....	.....	.....	.....
68	College of Physicians and Surgeons, Baltimore, Md	39	.....	.....	39	.....	.....	.....	.....
69	University of Maryland, School of Medicine, Baltimore, Md	42	.....	.....	42	.....	.....	.....	.....
70	Washington University, School of Medicine, Baltimore, Md	32	.....	.....	32	.....	.....	.....	.....
71	Detroit Medical College, Detroit, Mich	29	.....	.....	29	.....	.....	.....	.....
72	Kansas City College of Physicians and Surgeons, Kansas City, Mo.	16	.....	.....	16	.....	.....	.....	.....
73	Missouri Medical College, St. Louis, Mo	e69	.....	.....	e69	.....	.....	.....	.....
74	St. Louis Medical College, St. Louis, Mo	47	.....	.....	47	.....	.....	.....	.....
75	Medical department, University of Buffalo, Buffalo, N. Y.	f36	.....	.....	f36	.....	.....	.....	.....
76	Bellevue Hospital Medical College, New York, N. Y.	159	.....	....	159	.....	.....	.....	.....
77	Woman's Medical College of the New York Infirmary, New York, N. Y.	4	.....	...	4	.....	.....	.....	.....
78	Medical College of Ohio, Cincinnati, Ohio	84	.....	.....	84	.....	.....	.....	.....
79	Miami Medical College, Cincinnati, Ohio	50	.....	.....	50	.....	.....	.....	.....
80	Columbus Medical College, Columbus, Ohio	g33	.....	.....	g33	.....	.....	.....	.....
81	Starling Medical College, Columbus, Ohio	8	.....	.....	8	.....	.....	.....	.....
82	Jefferson Medical College, Philadelphia, Pa	146	.....	.....	146	.....	.....	.....	.....
83	Medical College of the State of South Carolina, Charleston, S. C.	28	.....	.....	27	.....	1	.....	.....
84	Texas Medical College and Hospital, Galveston, Tex	h13	.....	.....	h13	.....	.....	.....	.....
85	Medical College of Virginia, Richmond, Va	15	.....	.....	13	.....	2	.....	.....
86	College of American Medicine and Surgery, Macon, Ga	7	.....	.....	7	.....	.....	.....	.....
87	Bennett Medical College, Chicago, Ill	22	.....	.....	22	.....	.....	.....	.....
88	Eclectic Medical College of the City of New York, New York, N. Y.	i40	.....	.....	i40	.....	.....	.....	.....
89	Eclectic Medical Institute, Cincinnati, Ohio	68	.....	.....	68	.....	.....	.....	.....
90	Hahnemann Medical College, Chicago, Ill	40	.....	.....	40	.....	.....	.....	.....
91	Homœopathic Medical College of Missouri, St. Louis, Mo.	15	.....	.....	15	.....	.....	.....	.....
92	Missouri School of Midwifery and Diseases of Women and Children, St. Louis, Mo.	j34	.....	.....	j34	.....	.....	.....	.....
93	St. Louis Homœopathic Medical College, St. Louis, Mo	6	.....	.....	6	.....	.....	.....	.....
94	New York Homœopathic Medical College, New York, N. Y	36	.....	.....	36	.....	.....	.....	.....
95	New York Medical College and Hospital for Women, New York, N. Y.	4	.....	.....	4	.....	.....	.....	.....
96	Pulte Medical College, Cincinnati, Ohio	28	.....	.....	28	.....	.....	.....	.....

a Number of graduates reported.
b Includes 1 ad eundem and 1 honorary.
c Includes 2 ad eundem.
d Includes 1 ad eundem and 3 honorary.
e Includes 6 ad eundem and 1 honorary.
f Includes 2 honorary.
g Includes 5 ad eundem.
h Includes 1 ad eundem.
i Includes 8 honorary.
j Doctor of midwifery.

TABLE XV.—PART 2.—*Degrees conferred in professional schools, &c.*—Concluded.

	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
97	Homœopathic Hospital College, Cleveland, Ohio	39	.....	.....	39	.....	.....	.....	.....
98	Hahnemann Medical College, Philadelphia, Pa	a57	.....	.....	a57	.....	.....	.....	.....
99	New Orleans Dental College, New Orleans, La	1	.....	.....	.....	1	.....	.....	.....
100	Baltimore College of Dental Surgery, Baltimore, Md	19	.....	.....	.....	19	.....	.....	.....
101	Maryland Dental College, Baltimore, Md	10	.....	.....	.....	10	.....	.....	.....
102	Boston Dental College, Boston, Mass	13	.....	.....	.....	13	.....	.....	.....
103	Missouri Dental College, St. Louis, Mo	4	.....	.....	.....	4	.....	.....	.....
104	New York College of Dentistry, New York, N. Y	27	.....	.....	.....	27	.....	.....	.....
105	Ohio College of Dental Surgery, Cincinnati, Ohio	9	.....	.....	.....	9	.....	.....	.....
106	Pennsylvania College of Dental Surgery, Philadelphia, Pa	31	.....	.....	.....	31	.....	.....	.....
107	California College of Pharmacy, San Francisco, Cal	3	.....	.....	.....	.....	3	.....	.....
108	Chicago College of Pharmacy, Chicago, Ill	10	.....	.....	.....	.....	10	.....	.....
109	Louisville College of Pharmacy, Louisville, Ky	8	.....	.....	.....	.....	8	.....	.....
110	Maryland College of Pharmacy, Baltimore, Md	19	.....	.....	.....	.....	19	.....	.....
111	Massachusetts College of Pharmacy, Boston, Mass	11	.....	.....	.....	.....	11	.....	.....
112	St. Louis College of Pharmacy, St. Louis, Mo	14	.....	.....	.....	.....	14	.....	.....
113	College of Pharmacy of the City of New York, New York, N. Y.	39	.....	.....	.....	.....	39	.....	.....
114	Cincinnati College of Pharmacy, Cincinnati, Ohio	14	.....	.....	.....	.....	14	.....	.....
115	Philadelphia College of Pharmacy, Philadelphia, Pa	104	.....	.....	.....	.....	104	.....	.....
116	Tennessee College of Pharmacy, Nashville, Tenn	b2	.....	.....	.....	.....	b2	.....	.....
117	National College of Pharmacy, Washington, D. C	c4	.....	.....	.....	.....	c4	.....	.....

a Includes 3 honorary. *b* These are "pharmacal chemist" and "doctor in pharmacy."
c These are "doctor of pharmacy."

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; M. P., mistress of philosophy; M. P. L., mistress of polite literature; B. Sc., graduate in science; Mis. Mus., mistress of music.]

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. P.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Union Female College, Eufala, Ala	6	.....	....	6	...	...	...	...	...	...	...	....
2	Florence Synodical Female College, Florence, Ala.	9	.....	....	...	...	...	9	...	...	...	...	....
3	Judson Female Institute, Marion, Ala	12	.....	12	...	...	...	...	...	...	...	...	....
4	Alabama Central Female College, Tuscaloosa, Ala.	7	.....	...	7	...	...	...	...	...	...	...	....
5	College of Notre Dame, San José, Cal	6	.....	...	...	...	...	...	...	...	...	6	....
6	Wesleyan Female College, Wilmington, Del.	13	.....	10	...	...	...	...	3	...	...	...	....
7	Lucy Cobb Institute, Athens, Ga	16	.....	...	...	...	16	...	...	...	...	...	....
8	Southern Masonic Female College, Covington, Ga.	11	.....	11	...	...	...	...	...	...	...	...	....
9	Dalton Female College, Dalton, Ga	10	.....	...	...	...	...	...	10	...	...	...	....
10	Monroe Female College, Forsyth, Ga	8	.....	8	...	...	...	...	...	...	...	...	....
11	La Grange Female College, La Grange, Ga	10	.....	...	10	...	...	...	...	...	...	...	....
12	Wesleyan Female College, Macon, Ga	43	.....	36	7	...	...	...	...	...	...	...	....
13	Georgia Female College, Madison, Ga	3	.....	...	3	...	...	...	...	...	...	...	....
14	College Temple, Newnan, Ga	16	.....	...	15	...	...	...	1	...	...	...	....
15	Young Female College, Thomasville, Ga	*a*15	.....	...	...	...	...	...	...	...	...	...	....
16	Almira College, Greenville, Ill	10	.....	10	...	...	...	...	...	...	...	...	....
17	Illinois Female College, Jacksonville, Ill	23	.....	...	...	...	...	11	12	...	...	...	....
18	St. Angela's Academy, Morris, Ill	9	.....	...	...	...	...	...	...	...	...	8	1
19	De Pauw Female College, New Albany, Ind.	6	.....	...	2	...	...	...	1	...	3	...	....
20	College of the Sisters of Bethany, Topeka, Kans.	2	.....	2	...	...	...	...	...	...	...	...	....
21	Bowling Green Presbyterian Female College, Bowling Green, Ky.	2	.....	...	...	...	...	...	2	...	...	...	....
22	Hocker College, Lexington, Ky	*a*6	.....	...	...	...	...	...	...	...	...	...	....
23	Louisville Female College, Louisville, Ky	8	.....	8	...	...	...	...	...	...	...	...	....
24	Millersburg Female College, Millersburg, Ky.	10	.....	...	3	...	...	...	7	...	...	...	....
25	Mt. Sterling Female College, Mt. Sterling, Ky.	6	.....	...	...	...	...	...	6	...	...	...	....
26	Logan Female College, Russellville, Ky	3	.....	...	...	...	...	...	3	...	...	...	....
27	Stanford Female College, Stanford, Ky	4	.....	1	...	...	...	...	3	...	...	...	....
28	Silliman Female Collegiate Institute, Clinton, La.	8	.....	...	4	...	...	...	4	...	...	...	....
29	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	5	.....	5	...	...	...	...	...	...	...	...	....
30	Baltimore Female College, Baltimore, Md	8	.....	5	1	...	2	...	...	...	...	...	....
31	Frederick Female Seminary, Frederick, Md.	13	.....	...	...	...	...	...	13	...	...	...	....
32	Minneapolis Female Seminary, Minneapolis, Minn.	3	.....	...	...	...	...	...	...	...	...	*b*3	....
33	Whitworth Female College, Brookhaven, Miss.	12	.....	...	1	...	...	...	11	...	...	...	....
34	Franklin Female College, Holly Springs, Miss.	4	.....	...	4	...	...	...	...	...	...	...	....
35	Union Female College, Oxford, Miss	5	.....	...	3	...	...	...	2	...	...	...	....
36	Chickasaw Female College, Pontotoc, Miss	5	.....	...	5	...	...	...	...	...	...	...	....
37	Christian College, Columbus, Mo	11	.....	11	...	...	...	...	...	...	...	...	....
38	St. Louis Seminary, Jennings, Mo	4	.....	...	4	...	...	...	...	...	...	...	....
39	Bordentown Female College, Bordentown, N. J.	4	.....	...	...	...	...	2	2	...	...	...	....
40	Pennington Seminary and Female Collegiate Institute, Pennington, N. J.	6	.....	...	...	...	...	...	6	...	...	...	....
41	St. Agnes School, Albany, N. Y	*c*5	.....	...	...	...	...	...	...	...	...	...	....
42	Howard College, Fayette, Mo	3	.....	...	...	...	...	...	3	...	...	...	....
43	Academy Mt. St. Vincent, New York, N. Y.	7	.....	7	...	...	...	...	...	...	...	...	....
44	Greensboro' Female College, Greensboro', N. C.	13	.....	...	13	...	...	...	...	...	...	...	....
45	Wesleyan Female College, Murfreesboro', N. C.	*d*9	.....	...	...	...	...	...	...	...	...	...	....

a Degrees not specified. *b* These are L. S. *c* These are associata in artibus.
d Four are degrees in English and classical literature and modern languages; 5 are in modern languages, mathematics, and English.

TABLE XV.—PART 3.—*Degrees conferred in schools, &c.*—Concluded.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. P.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
46	Cincinnati Wesleyan College, Cincinnati, Ohio.	*a*35	.....	9	1	....	....	....	....	....	..	20	4
47	Ohio Wesleyan Female College, Delaware, Ohio.	29	.....	....	....	....	....	20	9	....	....	....	....
48	Highland Institute, Hillsboro', Ohio	3	.....	....	....	....	....	3	....	....	....	....	....
49	Hillsboro' Female College, Hillsboro', Ohio	4	.....	....	....	....	....	2	2	....	..	....	....
50	Wilson College, Chambersburg, Pa	9	.....	4	....	..	....	....	....	....	..	5	....
51	Pennsylvania Female College, Collegeville, Pa.	5	.....	3	....	....	....	....	....	....	..	2	....
52	Irving Female College, Mechanicsburg, Pa.	4	.....	4	....	....	....	....	....	....	....	....	....
53	Pennsylvania Female College, Pittsburg, Pa.	14	.....	6	....	....	....	....	....	8	..	....	....
54	Pittsburg Female College, Pittsburg, Pa	9	.....	....	....	....	....	4	5	....	....	....	....
55	Due West Female College, Due West, S. C	13	.....	....	13	....	....	....	....	....	....	....	....
56	Williamston Female College, Williamston, S. C.	1	.....	....	....	1	....	....	....	....	....	....	....
57	Brownsville Female College, Brownsville, Tenn.	5	.....	4	....	....	....	....	1	....	..	....	....
58	Wesleyan Female College, Brownsville, Tenn.	4	.....	2	....	....	2	....	....	....	....	..	....
59	Bellevue Female College, Collierville, Tenn.	5	.....	....	....	....	....	....	5	....	....	....	....
60	Columbia Athenæum, Columbia, Tenn	*b*6	.....	....	....	....	....	....	....	....	....	....	....
61	Odd Fellows' Female College, Humboldt, Tenn.	2	.....	....	2	....	....	....	....	....	....	....	....
62	Memphis Conference Female College, Jackson, Tenn.	33	.....	....	3	....	....	....	30	....	....	....	....
63	Cumberland Female College, McMinnville, Tenn.	4	.....	....	4	....	....	....	....	....	....	....	....
64	State Female College, Memphis, Tenn	8	.....	....	1	....	....	....	7	....	....	....	....
65	Murfreesboro' Female Institute, Murfreesboro', Tenn.	3	.....	....	3	....	....	....	....	....	....	....	....
66	Soulé Female College, Murfreesboro', Tenn	5	.....	....	5	....	....	....	....	....	....	....	....
67	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	28	.....	....	28	....	....	....	..	..	....	....	....
68	Martin College, Pulaski, Tenn	7	.....	....	7	....	....	....	....	....	....	....	....
69	Rogersville Female College, Rogersville, Tenn.	8	.....	....	....	....	....	....	....	....	8	....	....
70	Mary Sharp College, Winchester, Tenn	12	.....	11	1	..	..	..	....	....	....	....	....
71	Andrew Female College, Huntsville, Tex	2	.....	....	2	..	..	..	....	....	....	....	....
72	Baylor Female College, Independence, Tex.	2	.....	2	....	..	..	..	....	....	....	....	....
73	Lamar Female Seminary, Paris, Tex	7	.....	....	7	..	....	....	....	....	....	....	....
74	Wheeling Female College, Wheeling, W. Va.	8	.....	....	1	....	....	....	7	....	....	....	....
75	Kemper Hall, Kenosha, Wis	5	.....	....	5	....	....	....	....	....	....	....	....
76	Milwaukee College, Milwaukee, Wis	11	.....	11	....	....	....	....	....	....	....	....	....

a Includes 1 degree of graduate in fine arts.

b Degrees not specified.

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1876; from replies to inquiries by the United States Bureau of Education.*

[Returns from the libraries named in this table were received after the publication of the Special Report on Public Libraries.*]

[Explanations of abbreviations: Sch., school; Soc'l, social; Med., medical; Sci., scientific; Hist., historical; Pub., public; Y.M.C.A., Young Men's Christian Association; Mis., miscellaneous.]

	Name.	Location.	Librarian or secretary.	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	2	3	4	5	6	7	8	9	10	11	12	13
1	American Association for the Advancement of Science.	.....	Frederick W. Putnam, sec., (office, Salem, Mass.)	1848	.....	Sci	*a*1,500	.....	.....	.....	.....	.....	.....
2	American Medical Association	.....	William Lee, M. D., (address, 2111 Pennsylvania ave., Washington, D. C.)	1869	Free.	Med	*a*1,514	*b*500	0	$0	$0	$0	.....
3	American Social Science Association	.....	F. B. Sanborn, cor. sec., (Concord, Mass.)	1865	.....	Sci	*c*312	.....	.....	.....	.....	.....	.....
4	Los Angeles Public Library	Los Angeles, Cal..	.....	1872	Sub .	Soc'l	1,600	.....	.....	.....	.....	.....	.....
5	Wauregan Village Library Associat'n	Wauregan, Conn..	Henry Johnson	1861	Sub .	Soc'l	927	50	350	0	75	75	$0
6	Library Association	West Killingly, Conn.	Mary Dexter.....	1854	Sub .	Soc'l	1,400	70	2,250	0	75	75	0
7	Atlanta City Library.....	Atlanta, Ill	George L. Shoals.....	1874	Free.	Pub.....	375	75	.....	0	150	100	35
8	Cambridge Public Library.....	Cambridge, Ill	Miss Addie Dean	1876	Free.	Pub.....	300	150	.....	.....	200	200	0
9	Young Men's Christian Ass'n Lib...	Peru, Ill	Henry Phillips.....	1875	Sub .	Y.M.C.A	464	.....	418	0	127	.....	13
10	Frankfort Public Library.....	Frankfort, Ind....	R. G. Boone.....	1877	Free.	Pub.....	300	.....	.....	0	.....	.....	.....
11	Masonic Lib. Grand Lodge of Iowa.	Iowa City, Iowa ..	T. S. Parvin.....	1844	Free.	Soc'l	1,500	100	.....	.....	350	200	200
12	Blue Rapids Ladies' Library Ass'n.	Blue Rapids, Kans	Misses Hall and Dawes.....	1874	Sub .	Soc'l	1,279	215	1,920	.....	220	.....	.....
13	Ellis Library Association	Ellis, Kans.....	George C. Miller	1874	Sub .	Soc'l	400	100	228	0	120	120	0
14	Kansas State Historical Society.....	Topeka, Kans.....	F. G. Adams, secretary.....	1875	Free.	Hist.....	500	*d*1,000	.....	0	*e*1,500	1,000	500
15	State Board of Agriculture	Topeka, Kans.....	Alfred Gray, (ex officio)	1870	.....	Sci	400	125	.....	.....	.....	75	.....
16	Deering Public Library.....	Deering, (p. o., Woodfords,) Me.	George C. Codman	1870	Sub .	Pub.....	946	73	1,500	0	150	110	12
17	Rice Public Library	Kittery, Me.....	Miss A. A. P. Goodsoe.....	1874	Free.	Pub.....	1,027	450	1,026	30,000	1,200	700	400

*Public Libraries in the United States: Their History, Condition, and Management. Part I. Department of the Interior, Bureau of Education. Washington, 1876.

a Volumes and pamphlets. *b* Total increase in last year in volumes and pamphlets. *c* Also 2,000 pamphlets. *d* Estimated. *e* State appropriation.

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1876, &c.*—Concluded.

	Name.	Location.	Librarian or secretary.	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	2	3	4	5	6	7	8	9	10	11	12	13
18	Portland Society of Natural History	Portland, Me	John M. Gould, cor. secretary	1843	.....	Sci	*a*800	.....	.....	.....	.....	.....	.....
19	Catonsville Lib'y and Lit'y Ass'n	Catonsville, Md	D. P. Barnette	1877	Sub.	Soc'l	543	.....	.....	$0	$1,000	*b*$900	$375
20	American Institute of Instruction	Boston, Mass., (16 Hawley st.)	Thomas W. Bicknell	1840	Free.	Sci	850	.....	.....	0	0	0	0
21	Library of the American Statistical Association.	Boston, Mass., (1 Somerset st.)	R. W. Wood	1839	.....	Sci	2,953	.....	.....	2,500	.....	.....	.....
22	Franklin Typographical Society's Library.	Boston, Mass	.....	1829	Free.	Soc'l	2,000	100	2,099	.....	115	115	0
23	State Agricultural Library	Boston, Mass	C. L. Flint	1853	Free.	Sci	2,500	100	0	0	.....	50	0
24	Turner Library	Boston, Mass., (29 Middlesex st.)	Leo Huegle	1849	Free.	Soc'l	900	50	450	0	50	100	0
25	Hadley Young Men's Library Ass'n	Hadley, Mass	F. Bonney	1856	Sub.	Soc'l	1,164	50	2,000	0	100	100	0
26	North Amherst Library Association	North Amherst, Mass.	F. P. Ainsworth	1869	Free.	Pub	595	100	2,500	0	100	125	25
27	North Chelmsford Library	North Chelmsford, Mass.	Fred. T. Gay	1872	Sub.	Soc'l	1,288	70	2,298	0	67	47	64
28	First Parish Library	Petersham, Mass	Dea. J. M. Holman	.....	Free.	Soc'l	300	15	750	.....	20	20	.....
29	Turner Free Library	Randolph, Mass	Charles C. Farnham	1876	Free.	Pub	4,650	.....	*b*24,000	5,000	1,800	.....	1,200
30	Revere Social Library	Revere, Mass	David W. Stowers	1824	Sub.	Soc'l	327	0	.....	0	0	.....	0
31	Rowley Book Club	Rowley, Mass	Frances S. Todd	1867	Sub.	Soc'l	500	50	1,500	0	75	50	35
32	South Adams Library Association	South Adams, Mass	C. F. Sayles	1863	Sub.	Soc'l	970	.....	.....	.....	80	67	39
33	Mutual Library Association	South Weymouth, Mass.	Alfred H. Wright	1863	Sub.	Soc'l	1,079	50	3,000	0	90	.....	75
34	Webster Library Association	Webster, Mass	Edwin W. Brown	1867	Sub.	Soc'l	1,148	45	4,025	0	275	77	195
35	Wenham Library Association	Wenham, Mass	J. Choate, jr	1858	Sub.	Soc'l	520	20	400	0	25	23	2
36	Williamsburgh Library Association	Williamsburgh, Mass.	William A. Hawks	1876	Sub.	Soc'l	353	.....	.....	.....	.....	.....	.....
37	Williamstown Public Library	Williamstown, Mass.	Charles R. Foote	1874	Free.	Pub	1,100	150	3,500	0	210	150	60
38	Ann Arbor City Library	Ann Arbor, Mich	Mrs. S. A. Crane	1860	Free.	Pub	625	.....	3,900	.....	.....	.....	.....
39	East Saginaw Public Library	E. Saginaw, Mich	W. L. Smith	1875	Free.	Pub	4,176	200	22,500	.....	700	200	500

40	Pent Water Township Library	Pent Water, Mich.	John Ripley	1863	Free.	Pub.	448	100	3,200		150	150	52
41	Ladies' Library	Quincy, Mich	E. A. Barnes	1874	Sub.	Soc'l	300	50	1,160	0	30	50	35
42	Romeo Fire Department Library	Romeo, Mich	M. P. Owen	1877	Free.	Soc'l	400						
43	Public School Library	Saginaw City, Mich	C. A. Gower	1867	Free.	Sch	3,000	200	20,000	0	200	200	100
44	Floral Club Library	Austin, Minn	Mrs. Dr. Wheat	1869	Sub.	Soc'l	640	92	800	0	150	100	50
45	Ironton Library Association	Ironton, Mo	J. W. Wilkinson	c1876	Sub.	Soc'l	393			0	108	108	0
46	Maryville Library and Lecture Ass'n	Maryville, Mo	Fred. D. Snyder	1876	Sub.	Soc'l	500		3,215			700	50
47	Hampton Library Association	Hampton, N.H.	S. Albert Shaw	1865	Sub.	Soc'l	750	30	1,227	0	70	40	30
48	Wolfborough Public Library Association.	Wolfborough, N.H.	Wm. C. Fox	1867	Sub.	Soc'l	600	5	100	0	10	10	0
49	Hackensack Library and Reading-Room.	Hackensack, N.J.	Mrs. A. Friend	1870	Sub.	Soc'l	1,369	100	3,000	0	600	100	500
50	Seymour Library Association	Auburn, N.Y.	B. B. Snow, secretary	1876	Sub.	Soc'l				30,000			
51	Hampton Library	Bridgehampton, N.Y.	John F. Youngs	1876	Sub.	Soc'l	3,510			10,000			
52	Cathedral Library of the Diocese of Long Island. *d*	Brooklyn, N.Y.	Rev. C. Ellis Stevens	1876	Free.	Soc'l	1,000			0	0		30
53	Fredonia Library Association	Fredonia, N.Y.	Miss Fanny Dewitt	1876	Sub.	Soc'l	700		7,200		*c*361	*c*174	*c*136
54	American Museum of Natural History.	New York, N.Y., (Central Park.)	Prof. A. S. Bickmore, sup't		Free.	Sci	*f* 1,000						
55	American Society of Civil Engineers	New York, N.Y., (104 E. 20th st.)	G. Leverich	1852	Sub.	Sci	*g*2,200	275	0	9,000			
56	Free Library and Reading Room of the Brick Church Chapel.	New York, N.Y., (228 W. 35th st.)	E. Jasper	1868	Free.	Soc'l	2,950		6,955				
57	Library of the New York Produce Exchange.	New York, N.Y., (White Hall st.)		1872	Free.	Mis	1,350	250	0	0	0	300	0
58	Starr Institute	Rhinebeck, N.Y.	Samuel Drury	1862	Sub.	Soc'l	3,233		4,928		100		400
59	The Barneveld Library	Trenton, N.Y.	Miss S. Richardson	1875	Sub.	Soc'l	1,280	70	1,000	0	120	80	40
60	Pioneer Library	Lenoir, N.C	G. W. F. Harper	1875	Sub.	Soc'l	455	225	1,954	0	329	329	0
61	Cleveland Library Association	Cleveland, Ohio	A. P. Massey	1848	Sub.	Soc'l	12,000	400	20,000	326,000	5,000	1,000	1,600
62	Kirtland Society of Natural Sciences.	Cleveland, Ohio	S. G. Williams, cor. secretary	1869		Sci	437						
63	Cincinnati Observatory	Mount Lookout, O.	Prof. Ormond Stone, director		Free.	Sci	1,500						
64	South Amherst Library Association.	South Amherst, O.	Mrs. H. L. Shepard	1866	Sub.	Soc'l	350	50			40		
65	Library of the Society of Natural Sciences.	Toledo, Ohio	E. H. Fitch, acting librarian	1870	Free.	Sci	300	150		0	0		0
66	Library of the Moravian Archives.	Bethlehem, Pa	Rev. Edmund de Schweinitz	1742		Hist	*h*1,500						
67	Darby Library Company	Darby, Pa	Mary Taylor	1743	Sub.	Soc'l	4,000	150	7,000	0	650	200	450
68	St. Timothy's Workingmen's Club and Institute.	Philadelphia, Pa., (Roxborough.)	L. Vaughan Merrick	1873	Sub.	Soc'l	900	200	900	1,666	450	150	
69	Young Men's Library	Sewickley, Pa	Miss Sadie Ague	1873	Sub.	Soc'l	1,000		1,506	0	700	320	380
70	Titusville Library Association	Titusville, Pa	William J. Carpenter	1877	Sub.	Soc'l	1,000			3,000	*b*1,500	1,000	850
71	The Rogers Free Library *i*	Bristol, R.I	Rev. Jas. P. Lane, sec. trustees.	1877	Free.	Pub					600		
72	Crompton Free Library	Centreville, R.I	Miss Clara Bartlett	1876	Free.	Pub	2,075	802	10,750	0	400		275
73	Library of the Juvenile Society	Peacham, Vt	John O. Cowles	1810	Sub	Soc'l	1,200	50	4,900	1,000	60	60	25
74	Augusta Law Library	Staunton, Va	Meade F. White	1852	Sub.	Law	1,440	30		0	220	220	0
75	Y. M. C. A. Circulating Library	Staunton, Va	William Stiff	1876	Sub.	Y.M.C.A	844	146	2,200	0			350
76	Stevens Point Library Association	Stevens Point, Wis	Julia E. Curran	1868	Sub.	Soc'l	800	100	2,400	0	225	100	75

a Also 4,200 pamphlets. *b* Estimated. *c* Reorganized. *d* To be removed to Garden City when the Cathedral of the Incarnation is completed. *e* For first five months. *f* Conchological section. *g* Also 3,300 unbound volumes. *h* Volumes and pamphlets; the library also contains about 1,000 manuscripts. *i* Not yet open; building not completed.

TABLE XVII.—*Statistics of museums of natural history for* 1876;

NOTE.—× signifies yes; 0 signifies

	Name of museum.	Location.	Curator.	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, including zoölogy, botany, mineralogy, geology, and ethnology.
2	Herbarium of Prof. Daniel C. Eaton.*	New Haven, Conn ..	Prof. Daniel C. Eaton, M. A.	1856	Botany .....
3	Museum of Sheffield Scientific School.†	New Haven, Conn ..	Prof. J. G. Brush, A. M.	....	Metallurgy and mineralogy.
4	Yale College Peabody Museum.†	New Haven, Conn ..	Prof. O. C. Marsh, A. M.	....	General.....
5	Illinois Museum of Natural History.*	Normal, Ill.....	S. A. Forbes	1858	General.....
6	The "Owen Cabinet" of Indiana State University.	Bloomington, Ind ...	Richard Owen, M. D., LL. D.	1873	Chiefly rocks, fossils, and minerals.
7	Notre Dame Museum....	Notre Dame, Ind....	J. A. Zahm, C. S. C	1848	General.....
8	Earlham College Museum	Richmond, Ind.....	Joseph Moore, A. M., president.	1856	General.....
9	Iowa Institute of Science and Arts.	Dubuque, Iowa	Frank Adams	1869	General.....
10	Museum of Iowa State University.†	Iowa City, Iowa.....	Prof. Chas. A. White..	....	Geology and zoölogy
11	Tabor College Museum..	Tabor, Iowa	Prof. J. E. Todd, A. M	1869	General.....
12	Museum of the University of Kansas.	Lawrence, Kans	Prof. F. H. Snow, A. M.	1869	Entomology, ornithology, botany, mineralogy, geology, conchology, herpetology, and ichthyology.
13	Amherst College Cabinets.	Amherst, Mass	Prof. Edw'rd Hitchcock, A. M., M. D., (curator of zoölogical cabinets.)	1821	General.....
14	Museum of the Boston Society of Natural History.	Boston, Mass.....	Alpheus Hyatt, custodian.	1830	General.....
15	Herbarium of Harvard University.	Cambridge, Mass....	Sereno Watson, A. M .	....	Botany .....
16	Museum of Comparative Zoölogy.	Cambridge, Mass ...	Alexander Agassiz, A. B., S. B.	1859	General, excluding botany.

* From Report of the Commissioner of Education for 1875.

from replies to inquiries by the United States Bureau of Education.

no or none; .... indicates no answer.

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.			
6	7	8	9	10	11	12	13	14	15	16	
$1,575 450	Endowment.... Donations	$1,800 154 32 27 2,025	Salaries and wages. Collections..... Bottles, &c..... Alcohol, &c ..... Total	2 1	Curators of zoölogy and botany. Curator of paleontology and mineralogy.	1,500	500	...	×	0	1
.....	.....	150	Plants	0	.....	.....	.....	...	0	0	2
.....	.....	3,000	.....	...	.....	.....	.....	...	...	×	3
.....	.....	.....	.....	...	.....	2,000	.....	...	×	×	4
2,600	State appropriation.	1,650 375 300 125 125 2,575	Salaries and wages. Collections..... Books ..... Bottles, alcohol, &c. Building and repairs. Total	2 1	Scientific men .. Laborer.....	.....	.....	...	×	...	5
200	State appropriation.	200	Labels and labelling.	1	Curator.....	.....	.....	0	×	0	6
100	Donations	500	Salaries and collections.	3	.....	.....	.....	...	...	...	7
450 100 130	Donations ..... Legacies..... College	.....	.....	...	.....	.....	....	...	0	0	8
0	.....	.....	.....	3 4	Scientific men .. Laborers.....	.....	.....	...	×	0	9
.....	.....	.....	.....	...	.....	200	.....	...	×	0	10
125	Donations	150 20	Collections ..... Bottles, alcohol, &c.	...	.....	150	200	...	×	0	11
300	State appropriations.	200	Expenses of scientific expedition to Colorado.	1	Professor of natural history.	2,000	400	5	×	0	12
.....	.....	20 52 75	Cast of Dighton Rock. Bottles, alcohol, &c. Repairs.....	...	.....	1,150	.....	...	...	×	13
14,747	Endowment, donations, fees, &c.	5,818 1,826	Salaries and wages. Collections, bottles, &c.	4 1 4 33	Scientific men, paid. Laborer, paid ... Women, paid ... Curators, not paid.	50,000	2,000	50	×	×	14
1,000	Endowment	1,000	All purposes.....	1 1	Curator of botany. Laborer	.....	.....	...	×	0	15
24,000 6,500 10,000	Endowment ... Appropriations. Donations	15,000 12,000 6,000 7,000	Salaries and wages. Collections..... Bottles, alcohol, &c. Building and repairs.	15 4 6	Scientific men .. Laborers..... Women.....	.....	.....	...	×	×	16

† From Report of the Commissioner of Education for 1874.

TABLE XVII.—*Statistics of museums of*

NOTE.— × signifies yes; 0 signifies

	Name of museum.	Location.	Curator.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
17	Collections of Bussey Institution.	Jamaica Plain, Mass	Francis H. Storer, A. M., (dean.)	....	Botany
18	Berkshire Athenæum Museum.	Pittsfield, Mass	E. G. Hubbel	1871	Miscellaneous
19	Museum of the Peabody Academy of Science.	Salem, Mass	Alpheus S. Packard, jr., (director.)	1867	Geology, botany, zoölogy, and anthropology.
20	Museum of the City Library Association.	Springfield, Mass	Rev. William Rice	1859	General
21	Williams College Natural History Museum.	Williamstown, Mass.	Prof. Sanborn Tenney, A. M.	....	Mineralogy, geology, botany, and zoölogy.
22	Museum of the University of Michigan.	Ann Arbor, Mich	Joseph B. Steere, Ph. D	1837	Botany, geology, zoölogy, archæology, and relics.
23	New Hampshire Antiquarian Society's Museum.	Contoocook, N. H	George H. Ketchum	1873	General
24	Museums of Dartmouth College and New Hampshire Agricultural College.	Hanover, N. H	Prof. C. H. Hitchcock, Ph. D.	1800 1869	Geology, mineralogy, and biology.
25	New York State Museum of Natural History.	Albany, N. Y	James Hall	1843	Geology, paleontology, mineralogy, zoölogy, botany, and archæology.
26	Buffalo Society of Natural Sciences.†	Buffalo, N. Y	A. R. Grote	1861	General
27	Museum of Madison University.*	Hamilton, N. Y	Rev. W. R. Brooks, D. D.	1860	Geology, zoölogy, and botany.
28	Museum of Natural History in Cornell University.	Ithaca, N. Y	Albert N. Prentiss, M. S., (professor of botany.)	1868	Zoölogy, botany, paleontology, and mineralogy.
29	American Museum of Natural History.	New York, N. Y., (Central Park.)	Prof. A. S. Bickmore	1869	Geology, anthropology, zoölogy, mineralogy, and ornithology.
30	Museum of the School of Mines of Columbia College.	New York, N. Y	.....	1865	Geology, paleontology, botany, zoölogy, mineralogy, metallurgy, and applied chemistry.
31	Vassar College Museum*	Poughkeepsie, N. Y.	Prof. James Orton, A. M.	1861	General
32	Museum of Ohio Wesleyan University.	Delaware, Ohio	Prof. Edward T. Nelson, Ph. D.	1859	General
33	Linnæan Museum of Pennsylvania College.	Gettysburg, Pa	Prof. E. S. Breidenbaugh, M. A.	1844	Mineralogy, botany, and general.
34	Academy of Natural Sciences of Philadelphia.	Philadelphia, Pa	George W. Tryon, jr *	1812	General
35	The Wagner Free Institute of Science.	Philadelphia, Pa	Wm. Wagner, LL. D., president.	1855	General
36	Museum of Brown University.	Providence, R. I	J. W. P. Jenks, A. M.	1871	General
37	Museum of Natural History College of Charleston.	Charleston, S. C	G. E. Manigault	1851	General

†From Report of the Commissioner of Education for 1874. *From Report of the Commis

natural history for 1876, *&c.*—Continued.

no or none; .... indicates no answer.

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.			
6	7	8	9	10	11	12	13	14	15	16	
.....	.....	.....	.....	...	.....	.....	.....	...	×	...	17
$2,000	Town grant.....	$1,300	Salaries and wages	1 1	Scientific man .. Laborer	.....	.....	...	0	0	18
8,500	Endowment ...	1,800 200	Salaries and wages. Collections	4 1	Scientific men .. Laborer	36,509	.....	...	×	0	19
0	.....	.....	.....	...	.....	.....	.....	...	...	...	20
.....	College funds....	.....	.....	1	Professor of natural history.	500	200	...	×	0	21
.....	.....	1,200	Salaries and wages	3	Curator and assistants.	(12,000)			0	0	22
360	.....	319	.....	...	.....	579	.....	...	0	×	23
300	State appropriation.	300	Cases.....	1	Professor	3,000	500	3	×	...	24
16,400	State appropriation.	4,000	Building and repairs, and services of superintendent, &c.	5 .. 3	Scientific men .. Superintendent and assistants. Women.....	(80,000)			0	×	25
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	.....	...	×	...	26
.....	.....	500	All purposes.....	1	Lecturer on natural history.	.....	.....	...	×	0	27
.....	University funds.	.....	.....	3 2 4	Professors ..... Assistant professors. Assistants	.....	.....	...	...	...	28
.....	.....	.....	.....	...	.....	a16,118	.....	...	...	...	29
4,000 1,000	Appropriation . Donations	4,000	All purposes.....	3 3	Professors ..... Assistants	.....	.....	...	×	0	30
.....	.....	.....	.....	1	Curator.....	.....	.....	...	×	...	31
*100 75	Endowment.... Sale of specimens.	*80 40 50	Collections..... Charts, &c..... Cases and fixt's.	2	Curators	.....	.....	...	×	0	32
.....	.....	.....	.....	3	Scientific men....	.....	.....	...	×	(b)	33
.....	.....	.....	.....	...	Curators	.....	.....	...	0	...	34
2,000	Endowment	.....	.....	...	.....	.....	.....	...	×	0	35
274	Donations.....	274	.....	1	Curator	.....	.....	...	...	0	36
600	College appropriation.	1,000 600	Salaries..... Collections and cases.	1	Curator	.....	.....	...	0	0	37

sioner of Education for 1875. *a* Average number of visitors per week. *b* In preparation.

TABLE XVII.—*Statistics of museums of*

NOTE.— × signifies yes ; 0 signifies

	Name of museum.	Location.	Curator.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
38	Cutting's Museum	Lunenburg, Vt	Hiram A. Cutting, A. M., M. D.	1866	Geology, entomology, and ornithology.
39	Cabinet of Middlebury College.*	Middlebury, Vt	Prof. Henry M. Seely, A. M., M. D.	....	General
40	Vermont State Cabinet	Montpelier, Vt	Hiram A. Cutting, A. M., M. D.	1854	Natural history of Vermont.
41	Cabinet of University of Wisconsin.	Madison, Wis	Roland D. Irving, A. M., E. M.	1850	Minerals, rocks, fossils, ores, zoölogy, geology of Wisconsin, metallurgy.
42	National Agricultural Museum.	Washington, D. C	Townsend Glover	1864	Agricultural products, fibres, specimens of natural history, &c.
43	United States Herbarium	Washington, D. C		1869	Botany
	Anatomical museums.				
44	Museum of the Medical Institution of Yale College.	New Haven, Conn	M. C. White, M. D	....	Anatomy, pathology, surgery, obstetrics, chemistry, and materia medica.
45	Stoughton Museum of Pathological Anatomy, (N. H. Medical Institution.)	Hanover, N. H	C. P. Frost, M. D., secretary.	1871	Casts of diseased structure, &c.
46	Museum of the Medical Department of the University of Pennsylvania.	Philadelphia, Pa	Joseph Leidy, M. D., LL. D.	....	Human and comparative anatomy, pathological anatomy, &c.
47	Museum of the Medical School of South Carolina.*	Charleston, S. C	Prof. J. E. Chazat, M. D.	1832	Pathology and physiology.
48	Army Medical Museum	Washington, D. C	Geo. A. Otis, assistant surgeon, U. S. A.	1863	Human crania and skeletons, and vertebrate comparative anatomy.

† From Report of the Commis

natural history for 1876, *&c.*—Continued.

no or none; .... indicates no answer.

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College and school students.	Special scientists.			
6	7	8	9	10	11	12	13	14	15	16	
$600	Donations	$100 490 5	Salaries and wages. Collections Alcohol, &c.	1 1	Curator Woman	600	100	15	×	0	38
0											39
200	State appropriation.			1	Curator	42,000	550	10	0	0	40
0				1 1	Curator Asst. curator				×		41
	Congressional appropriation.										42
1,000	United States appropriation.	600 250	Wages Plants	1 1	Scientific man Woman						43
				1	Curator					0	44
0											45
228		228		1	Curator				×	×	46
									×		47
	Congressional appropriation.								0	×	48

sioner of Education for 1874.

TABLE XVII.—*Statistics of museums*

[The numbers omitted below refer to institutions making no detailed report
NOTE.—× signifies yes; 0 signifies

	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	1,985	4,220	700	2,160	7,450	92,110	185	1,100
2	Herbarium of Prof. Daniel C. Eaton.*	.....	.....	.....	.....	.....	.....	.....	.....
5	Illinois Museum of Natural History.*	129	900	266	8,132	37	900	10	562
7	Notre Dame Museum	.....	†340	.....	†456	1,200	.....	50	.....
11	Tabor College Museum	187	253	345	1,365	483	3,063	83	750
12	Museum of the University of Kansas.	400	845	2,515	25,030	202	550	.....	.....
13	Amherst College Cabinets	1,152	*a*46	2,300	5,000	5,020	8,000	.....	43
14	Museum of the Boston Society of Natural History.	7,573	16,387	700	3,650	Many.	Many.	43	1,200
17	Collections of Bussey Institution	.....	.....	.....	.....	.....	.....	.....	.....
20	Museum of the City Library Association, Springfield, Mass.	788	1,750	521	1,554	1,000	3,000	.....	.....
21	Williams College Natural History Museum.	.....	550	.....	.....	.....	1,500	.....	.....
22	Museum of the University of Michigan.	.....	2,850	.....	2,650	.....	13,050	.....	.....
23	New Hampshire Antiquarian Society's Museum. *c*	.....	306	.....	698	.....	386	.....	29
24	Museums of Dartmouth College and New Hampshire Agricultural College.	170	340	1,000	.....	100	1,200	.....	.....
25	New York State Museum of Natural History.	.....	2,441	.....	1,224	*d*1,003	*d*4,066	*d*677	*d*4,384
26	Buffalo Society of Natural Sciences.†	770	2,612	1,770	6,212	3,054	9,510	10	400
27	Museum of Madison University*	1,266	2,569	170	415	315	750	87	360
28	Museum of Natural History in Cornell University.	1,300	4,300	4,000	20,000	*1,435	*5,527	*803	*6,169
30	Museum of the School of Mines of Columbia College.	450	.....	580	.....	990	.....	192	.....
32	Museum of Ohio Wesleyan University.	250	432	.....	700	279	8,888	.....	.....
33	Linnæan Museum of Pennsylvania College.	.....	.....	.....	.....	.....	.....	.....	.....
34	Academy of Natural Sciences of Philadelphia. *e**	8,600	30,400	27,500	112,250	20,000	100,000	(*f*)	(*f*)
35	The Wagner Free Institute of Science.	.....	.....	.....	.....	.....	.....	.....	.....
38	Cutting's Museum	.....	490	.....	700	.....	*200	.....	.....
39	Cabinet of Middlebury College†	.....	190	.....	665	.....	1,920	.....	.....
40	Vermont State Cabinet	250	475	.....	1,900	60	300	.....	.....
41	Cabinet of University of Wisconsin. *i*	.....	420	135	190	352	2,002	32	45
43	United States Herbarium.	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1875.
† From Report of the Commissioner of Education for 1874.
a These are skeletons.
b With coelenterates.
c The museum contains in addition about 2,000 objects, mostly relics and implements of former generations.
d These are fossils; there are 8,099 species and 80,000 specimens of recent mollusks and molluscoids.

Museums of natural history from

Name.	Location.
Museum of Bowdoin College	Brunswick, Me.
Cabinets of the University of Rochester	Rochester, N. Y.
Museum of Wooster University	Wooster, Ohio.
United States National Museum, Smithsonian Institution	Washington, D. C.

MEMORANDUM.—Museum of Nashua Historical

of natural history for 1876, *&c.*—Concluded.

of collctions similar to those embraced in this portion of the table.]
no or none; .... indicates no answer.

Animals.						Plants.				Minerals.		
Echinoderms.		Coelenterates.		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	
150	800	141	606	35	125	2,475	6,525	200	560	330	9,150	1
.....	.....	.....	.....	.....	.....	12,000	20,000	4,200	20,000	.....	.....	2
15	800	3	7	2	10	.....	.....	.....	.....	.....	.....	5
.....	40	.....	30	.....	25	.....	8,200	.....	450	800	.....	7
32	237	55	475	20	110	130	310	119	190	125	.....	11
.....	.....	.....	.....	.....	.....	2,200	11,000	.....	.....	400	.....	12
200	.....	.....	174	.....	(*b*)	7,000	.....	.....	1,000	150	34,000	13
400	3,000	145	1,600	.....	.....	21,367	87,545	1,342	4,691	.....	3,000	14
.....	.....	.....	.....	.....	.....	.....	.....	25,400	.....	.....	.....	17
11	50	15	100	6	20	.....	.....	.....	.....	200	.....	20
.....	50	.....	50	.....	.....	2,000	.....	100	.....	350	.....	21
.....	2,150	.....	4,060	.....	50	.....	8,420	.....	1,462	250	5,000	22
.....	15	.....	.....	.....	.....	.....	333	.....	112	.....	1,425	23
.....	10	.....	.....	.....	10	.....	1,100	.....	100	200	6,000	24
.....	344	202	760	24	81	4,832	.....	3,547	.....	.....	2,995	25
12	50	5	25	33	80	6,800	14,200	1,200	3,000	700	5,000	26
25	50	120	170	4	10	2,020	2,600	50	100	150	.....	27
*315	*1,454	*286	*1,403	*15	*102	10,000	.....	.....	5,200	*381	*3,100	28
70	.....	100	.....	120	.....	15,000	.....	900	.....	900	.....	30
.....	800	.....	75	.....	.....	472	472	210	250	.....	.....	32
.....	.....	.....	.....	.....	.....	2,641	3,000	450	500	400	4,500	33
.....	.....	.....	.....	.....	.....	70,000	250,000	(*g*)	(*g*)	500	7,500	34
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	†250,000	35
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,500	38
22	.....	40	.....	4	.....	500	1,500	.....	.....	.....	1,000	39
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,500	40
35	50	70	250	20	50	1,000	.....	.....	.....	300	700	41
.....	.....	.....	.....	.....	.....	20,000	.....	1,500	.....	.....	.....	43

e The museum contains 65,000 specimens of fossils not enumerated separately.
f With mollusks.
g With phanerogams.
h Also 250,000 geological specimens.
i The entire collection of Dr. I. A. Lapham has recently been purchased, and the cabinet is to be removed into fine rooms in a new building.

which no information has been received.

Name.	Location.
Anatomical museums.	
Vassar College Anatomical Cabinet	Poughkeepsie, N. Y.
Museum of College of Physicians and Surgeons of Syracuse University	Syracuse, N. Y.

Society, Nashua, N. H., too small to report.

TABLE XVIII.—PART 1.—*Statistics of museums of art* for* 1876;†

[Full historical and descriptive accounts of the public art collections and art training institutions in published by the

	Name of museum.	Location.	By whom owned.
	1	2	3
1	Art Gallery, Wadsworth Athenæum	Hartford, Conn	Stockholders
2	Art Collections of Connecticut Museum of Industrial Art.	New Haven, Conn	Trustees
3	Art Collections, Yale School of Fine Arts, Yale College. *a*	New Haven, Conn	Corporation of Yale College
4	Art Gallery of Illinois Industrial University.	Urbana, Ill	Illinois Industrial University
5	Museum, College of Notre Dame	South Bend, Ind	Congregation of the Holy Cross.
6	Art Collections of Louisiana State University.	Baton Rouge, La	State of Louisiana
7	Museum of Maryland Historical Society	Baltimore, Md	Maryland Historical Society
8	Art Gallery, Amherst College	Amherst, Mass	Amherst College
9	Art Gallery, Boston Athenæum *c*	Boston, Mass	Proprietors
10	Fine Arts Department of the Public Library.	Boston, Mass	City of Boston
11	Museum of Fine Arts *a*	Boston, Mass	Trustees
12	Gray Collection of Engravings *g*	Boston, Mass	Harvard University
13	Essex Institute, Fine Arts Department	Salem, Mass	Essex Institute Corporation
14	Museum of Art and History, University of Michigan.	Ann Arbor, Mich	University of Michigan.
15	Buffalo Fine Arts Academy	Buffalo, N. Y	Buffalo Fine Arts Academy
16	Museum of Fine Arts, Cornell University	Ithaca, N. Y	Cornell University
17	Art Gallery, Lenox Library	New York, N. Y	Trustees of Lenox Library
18	Metropolitan Museum of Art *a*	New York, N. Y	Corporation of Metropolitan Museum of Art.
19	Museum and Gallery of Art of the New York Historical Society.	New York, N. Y	New York Historical Society
20	Permanent Art Collections of the National Academy of Design. *a*	New York, N. Y	Corporation of Academicians
21	Art Gallery of Vassar College	Poughkeepsie, N. Y	Vassar College
22	Art Museum of Rochester University	Rochester, N. Y	Rochester University
23	Art Museum of Syracuse University	Syracuse, N. Y	Syracuse University
24	Museum of the Western Reserve and Northern Ohio Historical Society.	Cleveland, Ohio	Trustees
25	Art Collections of Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa	Trustees
26	Collection of the Historical Society of Pennsylvania.	Philadelphia, Pa	Historical Society of Pennsylvania.
27	Permanent Art Collections of the Pennsylvania Academy of Fine Arts. *a*	Philadelphia, Pa	Stockholders
28	Art Collection of the Redwood Library and Athenæum.	Newport, R. I	The Company of the Redwood Library and Athenæum.
29	Park Gallery of Art, Univ. of Vermont	Burlington, Vt	University of Vermont
30	Athenæum Art Gallery	St. Johnsbury, Vt	Board of five trustees
31	Corcoran Art Gallery	Washington, D. C	Board of nine trustees

* In all instances in Parts 1 and 2 of this table in which the art museum forms a department of some other institution, the statistics given refer exclusively to the art museum or art school.

† The statistics in this table are brought down to August 1, 1877.

a In addition to its own, the museum exhibits important loan collections.

b Date of the acquisition of the Trumbull paintings.

c The Athenæum Art Gallery was transferred to the Boston Museum of Fine Arts in 1876, and will not hereafter appear in these tables as a separate collection.

d Exclusive of the art collections, which have cost $33,736.

from replies to inquiries by the United States Bureau of Education.

the United States will be found in the Special Report on Art Education in the United States, to be Bureau of Education.]

When founded.	By whom founded.	Amount of endowment.	Income for past year.		Expenditure for past year.		
			Amount.	Source.	Amount.	Object.	
4	5	6	7	8	9	10	
1842	Daniel Wadsworth and others.	.....	.....	From visitors only.	.....	.....	1
1876	Prof. W. P. Blake and citizens of Connecticut.	.....	.....	From visitors only.	$10,000	Collections and installation.	2
*b*1825	Corporation of Yale College	.....	$581 8,344	Donations .. All others...	6,362 759 2,726	Salaries, &c ..... Repairs, &c ..... Collections	3
1874	Money raised and expended by President Gregory.	.....	.....	.....	120	Collections.....	4
1848	A board of trustees.....	.....	.....	.....	1,000	Collections.....	5
1854	Louisiana State University	.....	.....	.....	.....	.....	6
1844	Twenty citizens.....	.....	.....	.....	.....	.....	7
1874	Money raised and expended by Prof. R. H. Mather.	.....	.....	.....	.....	.....	8
1807	Citizens of Boston	*d*$38,440	.....	.....	.....	.....	9
1852	City of Boston	(*e*)	.....	.....	.....	.....	10
1870	City of Boston and corporators. *f*	.....	.....	.....	.....	.....	11
1856	Francis Colley Gray.....	19,155	.....	.....	.....	.....	12
*h*1848	Essex Historical and Natural History Societies.	.....	.....	.....	.....	.....	13
1855	Art collection commenced by Prof. H. S. Frieze.	.....	.....	.....	.....	.....	14
1862	Citizens of Buffalo.....	20,000	4,100	All sources ...	416 1,180	Salaries, &c .... Rent, repairs, &c	15
1865	Cornell University	.....	.....	.....	.....	.....	16
1877	James Lenox.....	.....	.....	.....	.....	.....	17
1870	Citizens of New York	.....	.....	.....	.....	.....	18
1804	Egbert Benson, John Pintard, and nine others.	.....	.....	Members' dues	.....	.....	19
1826	Artists of New York.....	50,000	.....	Endowment, donations, and exhibitions.	.....	.....	20
1864	Matthew Vassar *i*	50,000	.....	Endowment ..	.....	.....	21
1873	Rochester University	.....	.....	.....	.....	.....	22
1873	Syracuse University	.....	.....	.....	.....	.....	23
1867	Cleveland Library Association.	10,500	800	Endowment ..	800	Current expenses	24
1876	Citizens and authorities of Pennsylvania and of city of Philadelphia.	.....	.....	.....	.....	.....	25
1824	Seven citizens.....	43,700	3,500	Members' dues	3,500	.....	26
1805	Seventy-one citizens	.....	.....	.....	.....	.....	27
*j*1859	C. B. King, Edward King, and citizens of Newport, R. I.	.....	.....	.....	.....	.....	28
1873	University of Vermont	.....	750	Lecture fees ..	600	Collections.....	29
1875	Horace Fairbanks	.....	.....	.....	.....	.....	30
1869	W. W. Corcoran	1,000,000	69,000	Endowment ..	42,000	Collections	31

e No money is spent in this department. Its increase comes solely from gifts.
f The city of Boston gave the site of the building to the trustees of the museum on condition that the museum should be open free to the public four days in each month.
g Deposited in 1876 for the term of seven years in the Museum of Fine Arts, Boston.
h Art collection in 1870.
i By collection of pictures and art books which cost $20,000. One endowment is a "history, art, and cabinet fund."
j Library founded in 1730.

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Continued.

	Name of museum.	Chief officer.	Admission.	Number of visitors last year.	Lectures delivered.	
					Number.	Subject.
	1	11	12	13	14	15
1	Art Gallery, Wadsworth Athenæum	Calvin Day, president; J. Hammond Trumbull, secretary.	Free to stockholders and their families; the public pay an admission fee.	.....	.....	
2	Art Collections of Connecticut Industrial Art.	Museum of Professor W. P. Blake, secretary	25 cents; one-half day in each week reduced to 10 cents for adults and 3 cents for children.	.....	.....	
3	Art Collections, Yale School of Fine Arts, Yale College.	Professor John F. Weir, N. A., director	Free to the students; the public pay a fee of 25 cents.	1,600	7	A course on art, open to the public.
4	Art Gallery of Illinois Industrial University	John M. Gregory, LL. D., president of university.	Free Tuesday and Thursday; a fee of 10 cents other days.	.....	.....	Architecture, and the history and principles of art.
5	Museum, College of Notre Dame	A. M. Kirsch, curator	Unrestricted	.....	.....	
6	Art Collections of Louisiana State University	Col. D. F. Boyd, superintendent	Unrestricted	.....	.....	
7	Museum of Maryland Historical Society	J. G. Gatchel, assistant librarian	Unrestricted	.....	.....	
8	Art Gallery, Amherst College	Professor R. H. Mather, curator	Unrestricted	.....	.....	A course on art.
9	Art Gallery, Boston Athenæum	E. N. Perkins, chairman committee on fine arts	.....	.....	.....	
10	Fine Arts Department of the Public Library	Justin Winsor, superintendent of library	Unrestricted	.....	.....	
11	Museum of Fine Arts, Boston, Mass.	Martin Brimmer, president; Charles C. Perkins, chairman committee on museum; Gen. Charles G. Loring, curator.	Free on Saturday and afternoon of Sunday; fee of 25 cents other days.	.....	.....	
12	Gray Collection of Engravings	.....	.....	.....	.....	
13	Essex Institute, Fine Arts Department	George M. Whipple, secretary	Unrestricted	1,500	Several	Art; admission free.
14	Museum of Art and History, University of Michigan.	J. B. Angell, LL. D., president of university; Professor H. S. Frieze, curator.	Unrestricted	.....	(*a*)	Architecture, sculpture, and painting.
15	Buffalo Fine Arts Academy	L. G. Sellstedt, president of academy; A. M. Farnham, superintendent.	25 cents, or by annual or life membership tickets.	2,000	.....	
16	Museum of Fine Arts, Cornell University	Andrew D. White, LL. D., president university.	Unrestricted	.....	18	Architecture.
17	Art Gallery, Lenox Library	Geo. H. Moore, superintendent of library	Free Monday and Thursday by pass obtained from superintendent on written application.	.....	.....	

18	Metropolitan Museum of Art	John Taylor Johnson, president; General L. P. di Cesnola, secretary; Thomas Bland, assistant secretary.	Free on Monday and Thursday; other days, a fee of 25 cents.	[b]94,000		
19	Museum and Gallery of Art of the New York Historical Society.	John Austin Stevens, librarian	Free to members and friends, and practically free to the public.			
20	Permanent Art Collections of the National Academy of Design.	T. Addison Richards, N. A., corresponding secretary.	To the general public, 25 cts.			Annual course on art subjects; free.
21	Art Gallery of Vassar College	John H. Raymond, LL. D., president; Professor Henry Van Ingen, curator.			18	History and theory of architecture, sculpture, painting, and ornament.
22	Art Museum of Rochester University	M. B. Anderson, president of university.			25	Art.
23	Art Museum of Syracuse University	Professor George F. Comfort, dean of college of fine arts.	Unrestricted	6,000	[c]	History and theory of the fine arts.
24	Museum of the Western Reserve and Northern Ohio Historical Society.	C. Whittlesey, president; C. C. Baldwin, secretary.	Unrestricted	3,900		
25	Art Collections of Pennsylvania Museum and School of Industrial Art.	Coleman Sellers, president; H. Dumont Wagner, secretary.				
26	Collection of the Historical Society of Pennsylvania.	John Jordan, jr., chairman of the library committee; Frederick D. Stone, assistant librarian; Townsend Ward, sec'y.	Unrestricted	3,160		
27	Permanent Art Collections of the Pennsylvania Academy of Fine Arts.	James L. Claghorn, president; John Sartain, secretary of the academy; George Corliss, actuary.	Free to stockholders, exhibitors, and artists; others pay 25 cents.	[d]70,000	23 3	Anatomy. Æsthetics.
28	Art Collection of the Redwood Library and Athenæum.	Benjamin H. Rhoades, librarian	Unrestricted	Many.		
29	Park Gallery of Art, University of Vermont	M. H. Buckham, D. D., president of university.	Unrestricted	500	25	Course of public lectures on art subjects.
30	Athenæum Art Gallery, St. Johnsbury, Vt.	W. W. Thayer, librarian of athenæum.	Unrestricted	Many.		
31	Corcoran Art Gallery	William McLeod, curator; F. S. Barbarin, M. D., assistant curator.	Free Tuesday, Thursday, and Saturday; other days admission 25 cents.	117,244		

a Two courses. *b* Of these 44,000 were on free days. *c* Six courses. *d* From April 22, 1876, date of opening, to April 22, 1877.

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Continued.

	Name of museum.	Sculpture.											Ceramics, glass, and mosaics.
		Marbles.				Copies in plaster.							
		Statues.		Busts.		Statues.		Busts.		Bronzes.	Terra cottas.	Reliefs, ancient and modern.	
		Antique.	Modern.	Antique.	Modern.	Antique.	Mediæval and modern.	Antique.	Mediæval and modern.				
	1	16	17	18	19	20	21	22	23	24	25	26	27
1	Art Gallery, Wadsworth Athenæum	1	4	.....	6	.....	*a*70	.....	12	3	.....	7	.....
2	Art Collections of Connecticut Museum of Industrial Art	.....	.....	.....	.....	.....	.....	.....	.....	*b*Many.	*c*A few.	.....	*d*Many.
3	Art Collections, Yale School of Fine Arts, Yale College	1	4	*e*4	5	56	4	30	10	.....	1	127	26
4	Art Gallery of Illinois Industrial University	.....	.....	.....	.....	41	21	48	79	.....	.....	130	.....
5	Museum, College of Notre Dame *g*	.....	10	.....	8	2	*h*52	.....	15	*i*15	6	15	29
6	Art Collections of Louisiana State University	.....	.....	.....	.....	.....	.....	16	41	.....	14	.....	.....
7	Museum of Maryland Historical Society	.....	.....	.....	2	*j*5	.....	.....	2	.....	.....	2	.....
8	Art Gallery, Amherst College	.....	.....	.....	.....	50	5	25	.....	.....	2	18	.....
9	Art Gallery, Boston Athenæum	*e*1	9	.....	24	20	6	35	69	.....	.....	2	1
10	Fine Arts Department of the Public Library	.....	3	1	5	.....	.....	.....	4	.....	.....	.....	.....
11	Museum of Fine Arts, Boston *k*	49	3	1	3	*l*88	.....	26	1	112	*m*643	93	*n*503
12	Gray Collection of Engravings	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	200
13	Essex Institute, Fine Arts Department	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Museum of Art and History, University of Michigan	.....	*e*1	.....	1	24	8	9	10	3	*o*81	29	.....
15	Buffalo Fine Arts Academy	.....	1	*p*4	.....	9	.....	.....	3	.....	.....	.....	.....
16	Museum of Fine Arts, Cornell University	.....	.....	.....	3	.....	.....	.....	.....	32	.....	.....	155
17	Art Gallery, Lenox Library	.....	6	2	6	.....	.....	.....	.....	.....	.....	.....	.....
18	Metropolitan Museum of Art	*q*1,000	4	.....	.....	*r*1	.....	.....	.....	2	.....	.....	*s*12,028
19	Museum and Gallery of Art of the New York Historical Society	1	7	1	10	.....	.....	.....	42	1	.....	2	.....
20	Permanent Art Collections of the National Academy of Design	.....	3	.....	7	60	.....	100	.....	.....	.....	.....	.....
21	Art Gallery of Vassar College	.....	.....	.....	1	11	6	13	6	.....	.....	8	.....
22	Art Museum of Rochester University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Art Museum of Syracuse University	.....	.....	.....	.....	2	.....	8	*t*5	.....	.....	16	.....
24	Museum of the Western Reserve and Northern Ohio Historical Society.	.....	.....	.....	.....	.....	.....	.....	2	5	.....	1,050	46
25	Art Collections of Pennsylvania Museum and School of Industrial Art.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*u*Many.
26	Collection of the Historical Society of Pennsylvania	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....

27	Permanent Art Collections of the Pennsylvania Academy of Fine Arts.	*v*10	*w*10	*e*6	*x*15	49	2	75	*y*58	1	.....	69	.....
28	Art Collection of the Redwood Library and Athenæum	*e*1	1	*e*5	.....	.....	.....	4	22	.....	.....	.....	.....
29	Park Gallery of Art, University of Vermont	.....	.....	.....	.....	8	.....	.....	1	.....	.....	15	.....
30	Athenæum Art Gallery, St. Johnsbury, Vt	.....	1	.....	.....	.....	.....	.....	.....	7	.....	.....	.....
31	Corcoran Art Gallery	.....	8	1	*z*10	57	7	34	.....	*aa*123	.....	*bb*78	23

a 41 are the models of all Bartholomew's statues, and 10 of the busts are by the same artist.
b Collection of bronzes made in China and Japan by Prof. W. P. Blake in 1862 and 1863.
c Swedish and American vases.
d Specimens of Oriental, European, old English, and American pottery.
e Copies.
f One of these is an original.
g Museum also contains carvings in ivory and wood.
h Originals; 8 of the busts are also originals.
i 10 of these are statues and 5 are busts, all modern.
j 30 casts of antique statues belonging to the Peabody Institute are at present in this museum. The "Peabody" possesses 5 marbles—Reinhart's statue of Clytie, a copy of Amphitrite, and 3 busts—as the nucleus of a proposed art gallery.
k 60 fragments of antique sculpture, collected in Rome by Mr. C. C. Perkins, are set in wall of corridor, as is customary in Italy.
l Among the casts of antique sculpture are 6 Greek vases, 36 slabs of the frieze of the Parthenon, 24 slabs of the frieze of the Temple of Apollo at Bassae, and other large reliefs.
m Antiquities from Cyprus; 42 are copies of antique busts.
n Also the Dixwell collection of Etruscan pottery, 47 objects, and a large number of Græco-Italian fictile painted vases, collected by Castellani, and presented to the museum by Thomas G. Appleton.
o These are the famous miniature copies of antiques made by Mollica in Naples. 42 statuettes, 35 portrait busts, and 4 busts of the mediæval poets of Italy.
p 3 of these are copies.
q Di Cesnola collection.
r 1 copy in marble.
s 12,000 are of the Di Cesnola collection.
t 1 of these is an original bust.
u The museum owns a rare collection of ceramics and glassware, selected from the exhibitions of different countries at the Centennial; this, supplemented by important loan collections of English, French, and Spanish pottery and glass, furnishes a very complete exhibition of these industries.
v 8 are copies.
w 2 are copies.
x 1 is a copy.
y 17 are originals.
z 3 are copies in marble.
aa 114 are by Barye, of Paris.
bb Copies in plaster.

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Continued.

	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.	East Indian, Chinese, and Japanese curiosities.	Indian relics.	Egyptian antiquities, &c.
		Old masters.	Copies of old masters.	Modern.											
	¶	28	29	30	31	32	33	34	35	36	37	38	39	40	41
1	Art Gallery, Wadsworth Athenæum	.....	20	138	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Art Collections of Connecticut Museum of Industrial Art.	.....	.....	.....	.....	.....	.....	A few	.....	.....	.....	*a*A few	*b*A few	.....	.....
3	Art Collections, Yale School of Fine Arts, Yale College	127	22	82	275	300	1	2	100	.....	1	1	20	.....	1
4	Art Gallery of Illinois Industrial University	.....	.....	.....	53	1,225	200	.....	490	.....	.....	.....	.....	Many	.....
5	Museum, College of Notre Dame	.....	11	50	595	2,000	*c*510	50	56	15	*d*25	1	25	40	A few.
6	Art Collections of Louisiana State University	.....	.....	19	4,262	407	200	.....	.....	.....	Many	.....	.....	Many	.....
7	Museum of Maryland Historical Society	5	.....	10	A few	69	262	.....	206	.....	Many	Many	.....	Many	.....
8	Art Gallery, Amherst College	.....	1	3	.....	625	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Art Gallery, Boston Athenæum	.....	(212)	.....	.....	Many	.....	3	1,523	.....	.....	.....	.....	.....	.....
10	Fine Arts Department of the Public Library	.....	.....	7	*e*7,000	A few	1	.....	.....	Many	.....	.....	.....	.....	.....
11	Museum of Fine Arts, Boston *f*	21	3	27	85	*g*20	200	3	.....	.....	98	.....	50	70	*h*2,000
12	Gray Collection of Engravings	.....	.....	.....	6,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Essex Institute, Fine Arts Department	.....	.....	70	Many	Many	3,000	.....	A few	.....	A few	.....	A few	.....	A few.
14	Museum of Art and History, University of Michigan	.....	2	.....	52	123	97	.....	*i*,694	.....	100	16	240	100	1
15	Buffalo Fine Arts Academy	.....	16	35	1	36	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	Museum of Fine Arts, Cornell University	.....	6	*34*	*j*1,226	395	.....	.....	2,900	*k*70	.....	.....	.....	.....	.....
17	Art Gallery, Lenox Library	.....	.....	138	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Metropolitan Museum of Art	234	.....	53	A few.	*l*250	*m*307	1	.....	.....	.....	.....	.....	.....	.....
19	Museum and Gallery of Art of the New York Historical Society.	219	.....	405	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*n*1,551
20	Permanent Art Collections of the National Academy of Design.	.....	.....	400	500	400	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Art Gallery of Vassar College	.....	8	360	300	3,000	.....	.....	.....	.....	15	.....	.....	.....	.....
22	Art Museum of Rochester University	.....	.....	10	300	Many	.....	.....	.....	.....	.....	.....	.....	Many	.....
23	Art Museum of Syracuse University	.....	.....	4	3*0*	2,797	.....	.....	.....	.....	.....	.....	.....	600	.....
24	Museum of the Western Reserve and Northern Ohio Historical Society.	.....	.....	4	121	57	1,083	2	343	6	41	*o*3	36	800	.....
25	Art Collections of Pennsylvania Museum and School of Industrial Art. *p*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

26	Collection of the Historical Society of Pennsylvania			109	Many.	Many.	Many			Many.	7			Many.	
27	Permanent Art Collections of the Pennsylvania Academy of Fine Arts.	31	14	142	50,000	*q*1,108			2,217		A few.	200			
28	Art Collection of the Redwood Library and Athenæum.	4	39	169	Many.	Many.	34							Many.	
29	Park Gallery of Art, University of Vermont			3	20	*r*80	2								
30	Athenæum Art Gallery, St. Johnsbury, Vt.			34	(*s*)	Many.									
31	Corcoran Art Gallery			134		(*l*)	(*t*)				16		*u*19		

a The life-size groups, illustrating life in Sweden and Lapland, which were exhibited at the International Exhibition at Philadelphia in 1876. The museum has also a collection of textile fabrics.

b Carvings in jade, crystal, and ivory.

c Museum also contains 4 Chinese coins 2,000 years old.

d The college possesses a copy of Fortalacium Fidei, a book printed in Latin by Koberger, of Nuremberg, 1485. Every capital is brilliantly rubricated by hand. In its original binding, with wide margins, and in perfect condition, this volume is an admirable and exceptional specimen of the perfection attained by the earliest masters in the art of printing.

e Cardinal Tosti's collection.

f The museum contains a room known as the Lawrence Room, which is fitted with the entire lining and ceiling in carved oak of an English room of the sixteenth century, elaborately ornamented with bas reliefs and with portraits of English kings and queens, in panels. Purchased in London in 1871, and presented by Mrs. T. B. Lawrence. In this room are exhibited chests and other articles of furniture in carved wood, of the fourteenth, fifteenth, sixteenth, and seventeenth centuries. The museum also posesses collections illustrating the application of art to industry, including many specimens of rare embroideries, a large number of textile fabrics, 79 examples of artistic metal work, &c.

g 10 volumes of photographs and 16 original drawings.

h The Way collection; several remarkable pieces of sculpture, lately given by the Lowell family, add greatly to the Egyptian collection.

i 7 of these are modern portraits.

j Includes publications of Arundel Society, the Berlin Museum series, and heliotypes of the Gray collection.

k Also 7 illuminated manuscripts, and a large and fine collection of specimens of wood carving.

l Photographs of the leading works of art in its possession are taken, to be obtained only at the gallery.

m These are coins, and are exclusive of the large number contained in the new Di Cesnola collection.

n The Abbott collection; the museum also contains the Lenox collection of Nineveh sculptures, 13 pieces. The society owns a large collection of antiquities relating to North and South America not yet displayed.

o Also tapestry from Warwick Castle.

p The collection of students' work exhibited at the Centennial by the South Kensington authorities was given to this museum. The whole of the superb India collection was also given. The museum exhibits a rare and very complete collection of Persian stuffs, &c. It owns an important collection of textile fabrics, embroideries, and costumes; specimens of work in wood, metal, and stone illustrating the use of ornament in architecture; many articles of work in the precious metals, and the case of reproductions of the South Kensington mediæval work exhibited by Elkington & Co., at the Centennial. Many fine specimens of Oriental work in pottery, bronze, and jade are also included in the loan collections now on exhibition.

q 200 original drawings, 200 Braun's autotypes, 558 lithographs, 150 photographs.

r Also 10 fac similes of illuminated manuscripts.

s Several volumes of fine engravings, among them the Musée Français, Musée Royal, Hogarth's Works, Canova's Works, &c., are in the library of the Athenæum.

t Electrotype reproductions of the Hildesheim treasures, 30 pieces; galvanoplastic reproductions of articles in the Kensington Museum, 82 pieces.

u 2 remarkable Japanese porcelain vases made for the Centennial, 1 large Japanese porcelain bowl, 5 specimens of cloisonné, old Chinese, and modern Elkington; in addition to these many rare and valuable articles, antique and modern, which cannot be classified in this table, are in the hall of bronzes and ceramic ware of the Corcoran Gallery of Art.

TABLE XVIII.—PART 2.—*Statistics of institutions affording art instruction, including Bureau of*

	Name.	Location.	By whom owned.	When founded.	By whom founded.
	1	2	3	4	5
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.	*b*1870	The State .....
5	Maryland Institute Schools of Art and Design.	Baltimore, Md.....	Maryland Institute	1848	Maryland Institute....
6	Boston Art Club	Boston, Mass	The Association....	1855	21 artists and amateurs
7	Lowell Institute Drawing Classes.	Boston, Mass.....	.....	1849	Trustee of Lowell Institute.
8	Lowell School of Practical Design. *c*	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.....	By the State	1873	By the State .....
11	School of Drawing and Painting, Museum of Fine Arts.	Boston, Mass.....	Museum of Fine Arts.	1876	Permanent committee of citizens.
12	Worcester County Free Institute of Industrial Science.	Worcester, Mass ..	By the corporation.	1865	John Boynton.....
13	St. Louis Art School	St. Louis, Mo	St. Louis Art Society	1872	Conrad Diehl, artist ...
14	Manchester Art Association.	Manchester, N. H..	Association of 216 members.	1871	William W. Colburn, F. French, H. W. Herrick, and others.
15	Art Classes of the Brooklyn Art Association.	Brooklyn, N. Y....	Stockholders	1861	Stockholders .....
16	Cornell University, courses in architecture and in the mechanic arts.	Ithaca, N. Y.....	Cornell University.	1865	.....
17	Art Students' League.....	New York, N. Y...	Members.....	1875	Advanced pupils of the National Academy of Design.
18	Cooper Union Art Schools: 1. Woman's Art School...	New York, N. Y...	Trustees of Cooper Union.	1852	Ladies of New York..
	2. The Free School of Art	New York, N. Y...	Trustees of Cooper Union.	1857	Peter Cooper.....
19	Ladies' Art Association...	New York, N. Y...	The Association....	1870	Mrs. Mary Strongitharm Pope and Mrs. Henry Peters Gray.
20	Art Schools of the National Academy of Design.	New York, N. Y...	Corporation of Academicians.	1826	Artists of New York..
21	The Palette Club	New York, N. Y...	The Palette Club...	1869	A number of artists...
22	School of Design, Vassar College. *g*	Poughkeepsie, N. Y	Vassar College	1877	The trustees .....

† The statistics in this table are brought down to August 1, 1877.

a Expenses of school in excess of income from tuition fees met by funds of the Art Association.

b University founded in 1867, school of architecture in 1870, art gallery in 1874, school of design in 1876.

c This course of free instruction, open to pupils of both sexes, is provided by the trustee of the Lowell Institute, and is in the rooms and under the direction of the Massachusetts Institute of Technology.

all training in industrial art, for 1876; † from replies to inquiries by the United States Education.

Purpose of institution.	Amount of endowment.	Income for past year. Amount.	Income for past year. Source.	Expenditure for past year. Amount.	Expenditure for past year. Object.	
6	7	8	9	10	11	
Instruction in art	.....	$3,295	Tuition fees	*a*$3,630	Salaries, materials, &c.	1
To afford instruction in the arts of design.	$88,000	581 8,344	Donations All other	6,000 759 2,726	Salaries and wages Repairs, &c Material for instruction	2
The founding and maintenance of schools of art.	.....	6,800	All sources	3,500 3,000	Salaries and wages Rents, repairs, &c	3
To educate architects and industrial designers.	.....	.....	.....	125	Material for instruction	4
To teach art, design, &c.	10,000	500 4,600	Peabody fund for prizes. All other sources	5,500	All purposes	5
General advancement of art and promotion of social intercourse among members.	.....	.....	Entrance and annual fees.	.....	.....	6
Elementary instruction in art.	.....	3,300	The Lowell fund	3,300	All purposes	7
Training in practical designing for manufactures.	.....	3,500	The Lowell fund	3,000 500	Salaries and wages Material for instruction; French novelties.	8
Thorough instruction in architecture. *d*	.....	.....	.....	4,500 250	Salaries and wages Collections	9
Training school for teachers of industrial drawing.	.....	3,216 10,250	Incidental fees State appropriation	13,466	Salaries, &c	10
Instruction in drawing and painting.	.....	5,000	Donations	.....	.....	11
Practical application of science and art to the industrial arts.	600,000	22,000 2,000 1,000	Endowments Donations Other sources	25,000	All purposes	12
Instruction in drawing and painting.	.....	.....	Tuition fees	.....	.....	13
To promote knowledge and skill in art.	.....	19 224	Donations All other sources	133	Material for instruction	14
Encouragement of art and artists.	.....	....	Municipal grant All others	.....	Salaries and wages Exhibitions, schools, &c	15
Instruction in architecture and mechanics. *d*	.....	.....	.....	.....	.....	16
To afford facilities for high art training and promote fellowship among artists.	.....	2,500	Monthly dues of members.	1,550	Rent, salaries, &c	17
To furnish to women free instruction in the arts of design.	.....	.....	Cooper Union revenues. *e*	7,201	Salaries *f*	18
Advancement of science and art.	.....	.....	Cooper Union revenues.	6,000	Salaries	
To advance the interests of women artists and art students.	.....	.....	Annual fees of members.	.....	Salaries, rent, and material.	19
To advance art by public exhibitions and free art schools.	50,000	.....	Endowment and exhibitions.	.....	Exhibitions, schools, &c.	20
The advancement of art, science, and literary culture.	.....	.....	Members' dues	.....	Rent, &c	21
For instruction in drawing, painting, and modelling.	.....	.....	.....	.....	.....	22

d Full courses occupy four years each.

e Derived from endowment of $150,000, and from rents of Cooper Union building. Whole income for 1876, $50,693.30; expenditure, $50,292.64.

f All expenses pertaining to the occupation of the building are included in the general expenses of the Cooper Union.

g The opening of this school will take place in September, 1877.

TABLE XVIII.—PART 2.—*Statistics of institutions*

	Name.	Location.	By whom owned.	When founded.	By whom founded.
	1	2	3	4	5
23	College of Fine Arts of Syracuse University.	Syracuse, N. Y	Syracuse University	1872	Syracuse University ..
24	School of Design of the University of Cincinnati.	Cincinnati, Ohio ...	City of Cincinnati..	1869	City of Cincinnati.....
25	Toledo University of Arts and Trades.	Toledo, Ohio	Trustees of university.	1872	Jessup W. Scott, Susan Scott, and William Raymond.
26	Franklin Institute Drawing Classes.	Philadelphia, Pa ..	Franklin Institute.	1824	Franklin Institute....
27	Art Classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa ..	Stockholders of the academy.	1806	71 citizens .....
28	Philadelphia School of Design for Women.	Philadelphia, Pa ..	The corporation....	1847	Mrs. Sarah Peter.....
29	The Pennsylvania Museum and School of Industrial Art. *b*	Philadelphia, Pa ..	.....	.....	.....
30	Pittsburg School of Design for Women.	Pittsburg, Pa	The corporation....	1865	Citizens of Pittsburg..

a Full courses occupy four years each.

affording art instruction, &c.—Continued.

Purpose of institution.	Amount of endowment.	Income for past year.		Expenditure for past year.		
		Amount.	Source.	Amount.	Object.	
6	7	8	9	10	11	
To afford instruction in all the fine arts. *a*	.....	$3,400	All sources.....	$3,400	All purposes	23
To teach drawing, painting, sculpture, and carving, and for improvement in the industrial arts.	$59,500	7,141 2,839	Endowment..... All other sources..	7,830 1,755 394	Salaries and wages .... Rents, repairs, &c ..... Material for instruction	24
To promote knowledge in the arts and trades, and their related sciences.	250,000	.....	.....	.....	.....	25
The promotion of the mechanic arts.	.....	.....	Tuition fees	.....	Salaries and material ...	26
To educate students of art.	.....	.....	.....	.....	.....	27
Thorough industrial art education for women.	.....	4,000 3,000	Tuition fees ..... State appropriation	500 1,000 4,700	Material, &c ..... Repairs..... Salaries.....	28
.....	.....	.....	.....	.....	.....	29
Education in art	.....	.....	.....	.....	.....	30

b Classes will open in the autumn of 1877.

TABLE XVIII.—PART 2.—*Statistics of institutions*

	Name.	Principal.	Value of building.	Number of studios.	Number of special rooms for study.	Conditions of attendance.	
						Age.	Other.
	1	12	13	14	15	16	17
1	School of Design of the San Francisco Art Association.	Samuel Purdy, secretary; J. Ross Martin, ass't sec'y; Virgil Williams, director.	.....	....	3	14 years.	A satisfactory examination and tuition fees.
2	Yale School of the Fine Arts.	Prof. John F. Weir, director.	*a*$176,000	7	7	Over 15..	Good conduct ...
3	Art Schools of Chicago Academy of Design.	L. W. Volk, president; G. F. Gookins, director; Paul Brown, secretary.	.....	....	4	.....	Fees, examination, and regularity.
4	Illinois Industrial University.	J. M. Gregory, LL. D., president of university.	.....	....	5	.....	Open to all students of the university.
5	Maryland Institute Schools of Art and Design.	Prof. D. A. Woodward	.....	8	5	.....	Membership in institute and tuition fees.
6	Boston Art Club.....	Charles A. Barry, secretary.	.....	....	....	.....	Membership .....
7	Lowell Institute Drawing Classes, Boston, Mass.	Benjamin E. Cotting, M. D., curator of the institute; Geo. Hollingsworth, principal.	.....	....	3	.....	.....
8	Lowell School of Practical Design, Boston, Mass.	Charles Kastner	.....	....	....	.....	Proficiency in free hand drawing, &c.
9	Massachusetts Institute of Technology, department of architecture.	William R. Ware, S. B., professor of architecture.	.....	....	5	16 years.	Satisfactory examination.
10	Massachusetts Normal Art School.	Prof. Walter Smith, State art director, principal; William T. Meek, curator.	.....	8	8	Over 16..	Proficiency in elementary drawing.
11	School of Drawing and Painting, Museum of Fine Arts, Boston, Mass.	Prof. W. R. Ware, secretary of permanent committee; Otto Grundmann, prin'l.	.....	....	5	.....	.....
12	Worcester County Free Institute of Industrial Science.	Prof. C. O. Thompson..	105,000	....	2	16 years.	Satisfactory examination.
13	St. Louis Art School	Conrad Diehl	.....	....	1	.....	Payment of tuition.
14	Manchester Art Association.	H. W. Herrick, president; Joseph B. Sawyer, secretary.	.....	....	2	.....	Membership .....
15	Art Classes of the Brooklyn Art Association.	William H. Husted, secretary.	125,000	....	....	.....	A desire for improvement.
16	Cornell University, courses in architecture and in the mechanic arts.	A. D. White, LL. D., president of the university.	30,000	....	3	.....	Satisfactory examination.
17	Art Students' League, New York.	F. Waller, president; Howard Poland, corresponding secretary.	.....	....	2	.....	Membership .....

a Site estimated at $40,000 in addition.

b The public is admitted to these lectures on the payment of 50 cents admission fee. There are also weekly lectures to students throughout the year in each department. The students are admitted to all lectures free.

c Free hand drawing, painting in oil and water colors, modelling, pastel painting, and photography are also taught in the day school of design, and there is a life school. Cost of tuition, from $12 to $80 per annum. About 60 of the students reported are in the day school.

affording art instruction, &c.—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		
		Number.	Subject.	
18	19	20	21	
Drawing and painting	$72, $90	3 courses	Perspective, color, etc	1
Drawing, painting, perspective, anatomy, life school; history and theory of art.	96	b7 43 32	The fine arts On perspective Principles and practice of art.	2
Drawing, painting, sculpture, architecture, perspective, and life school.	$10 per month	4	Sculpture, painting, architecture, engraving.	3
Drawing, water colors, wood carving, clay modelling, architecture, history, and principles of art.	Free to university students.	2 courses	History and styles of architecture; principles of design, and the application of ornament.	4
Industrial drawing in male night school of design. *c*	$3	Occasionally	Perspective and design	5
Life school free to members		Occasionally	Relating to art	6
Drawing and painting from objects only; life school.	Free			7
Practical designing for textile fabrics.	Free			8
Free hand, mechanical, and architectural drawing; with the history, theory, and science of practical architecture.	$200		Series on perspective, shadows, ornament, composition, and the history and theory of architecture.	9
Industrial drawing, machine drawing, ship draughting, painting, modelling, designing, anatomy, and figure painting from the antique and life.	(*d*)	Several courses	Architecture and building construction, machine drawing, geometric drawing, perspective, anatomy, sculpture, historic schools of painting, laws of ornament, etc.	10
Charcoal and crayon drawing, and painting from the antique and from life.	(*e*)	36	Anatomy	11
Free hand and mechanical drawing, coloring, &c.	(*f*)			12
Drawing from casts and painting from still life.	*g*$5, $8			13
Free hand, mechanical, and architectural drawing.		Occasionally	Relating to art. Free	14
Sketching and painting	Free			15
Free hand, mechanical, architectural drawing, &c.	$60	18	Architecture	16
Drawing from the antique and from the nude and draped model; classes in perspective, composition, and sketching.	*g*5, 10	30	Science of æsthetics	17

d Free to citizens of Massachusetts; $50 per annum to others.
e Day classes, $10 admission fee, $10 per month; evening classes, $5 admission fee and $2 per month.
f Free to students of Worcester County and to 20 State students; $100 per annum to others.
g Per month.

TABLE XVIII.—PART 2.—*Statistics of institutions*

	Name.	Principal.	Value of building.	Number of studios.	Number of special rooms for study.	Conditions of attendance.	
						Age.	Other.
	1	12	13	14	15	16	17
18	Cooper Union Art Schools, New York.	Prof. 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. Tisdall, jr., Ph. D., director.	.....	....	....	Over 15.	Letter of recommendation.
19	Ladies' Art Association, New York, N. Y.	Mrs. J. B. Collin, cor. sec.; Miss Alice Donlevy, curator, (studio, 896 Broadway.)	.....	....	1	.....	Membership .....
20	Art Schools of the National Academy of Design, N. Y.	D. Huntington, president; L. E. Wilmarth, director of schools.	*a*250, 000	....	4	.....	Proficiency in elementary drawing.
21	The Palette Club	Hon. Noah Davis, president; Samuel J. Jelliffe, corresponding secretary.	.....	...	1	.....	Membership in the club.
22	School of Design, Vassar College.	Professor Henry Van Ingen.	.....	....	2	15 years.	Satisfactory examination.
23	College of Fine Arts of Syracuse University.	Professor Geo. F. Comfort, dean.	.....	...	...	.....	Satisfactory examination.
24	School of Design of the University of Cincinnati.	Thomas S. Noble	.....	....	8	14 years	Responsible reference.
25	Toledo University of Arts and Trades.	Charles J. Shipley	25, 000	....	2	.....	Payment of fees...
26	Franklin Institute Drawing Classes, Philadelphia, Pa.	J. B. Knight, secretary of institute.	50, 000	....	3	.....	Payment of fees...
27	Art Classes of the Pennsylvania Academy of the Fine Arts.	Christian Schussele ...	*b*500, 000	....	8	.....	Proficiency in elementary art studies.
28	Philadelphia School of Design for Women.	Miss E. Croasdale.....	25, 000	9	10	13 years.	Satisfactory reference, payment of tuition, and daily attendance.
29	The Pennsylvania Museum and School of Industrial Art.	.....	.....	....	....	.....	.....
30	Pittsburg School of Design for Women.	Hugh Newell	.....	....	...	.....	Payment of tuition fees and regular attendance.

a With site.

b With site, estimated

affording art instruction, &c.—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		
		Number.	Subject.	
18	19	20	21	
				18
Drawing, painting, engraving, photography, and normal art instruction.	Free	3 courses	Anatomy, history of art, and perspective.	
Free hand, mechanical, and architectural drawing, drawing from life and cast, clay modelling, &c.	Free			
Figure painting and drawing; life class; painting in oil and water colors, and decorative art.			Essays on art especially as applied to decoration.	19
Antique and life schools, schools of painting, anatomy, and perspective.	Free		Annual course on art subjects. Free.	20
Drawing from the life		Several		21
Drawing, painting, and modelling	$100	Several courses	Anatomy, perspective, laws of ornament, and history of the fine arts.	22
Architecture, painting, engraving, free hand drawing, modelling, and photography.	100	7 courses	Æsthetics, history of fine arts, mythology, archæology, and art literature; early American art.	23
Sculpture, painting, drawing, designing, wood carving, tile and china painting, enamelling, &c.		Weekly	Relating to art. Free	24
Free hand, geometrical, and architectural drawing.	9	Weekly	Mechanic arts	25
Industrial drawing	10	32	Science and mechanic arts. Free to pupils and members.	26
Drawing, painting, and modelling the human figure from casts and from living models; instruction is given in anatomy; also in composition, chiar-oscuro, color, perspective, &c.	Free	13	Anatomy and æsthetics	27
Industrial and fine art	$40		Comparative anatomy, history of ornament, architecture, decorative art, color, perspective, &c.	28
				29
All branches of art	30, 50		Ornament, color, anatomy, botany, &c.	30

value, $100,000.

TABLE XVIII.—PART 2.—*Statistics of institutions*

	Name and location.	Number of professors and instructors.	Number of pupils.			Number of volumes in art library.
			Total.	Male.	Female.	
	1	22	23	24	25	26
1	School of Design, San Francisco, Cal	2	145	48	97	200
2	Yale School of the Fine Arts, New Haven, Conn	4	105	80	25	500
3	Arts Schools of the Chicago Academy of Design, Chicago, Ill	4	345	.....	.....	.....
4	Illinois Industrial University, Urbana, Ill	4	75	.....	.....	.....
5	Maryland Institute Schools of Art and Design, Baltimore, Md	11	441	387	54	300
6	Boston Art Club, Boston, Mass[g]	.....	.....	.....	.....	250
7	Lowell Institute Drawing Classes, Boston, Mass	2	h130	65	65	.....
8	Lowell School of Practical Design, Boston, Mass	1	58	8	50	.....
9	Massachusetts Institute of Technology, Department of Architecture, Boston, Mass.	k2	33	33	.....	400
10	Massachusetts Normal Art School, Boston, Mass	12	218	71	147	50
11	School of Drawing and Painting, Museum of Fine Arts, Boston, Mass.	3	100	35	65	.....
12	Worcester County Free Institute of Industrial Science, Worcester, Mass.	9	106	106	.....	1,000
13	St. Louis Art School, St. Louis, Mo	1	18	4	14	.....
14	Manchester Art Association, Manchester, N. H	2	.....	.....	.....	200
15	Art Classes of the Brooklyn Art Association, Brooklyn N. Y. p	4	90	40	50	.....
16	Cornell University, courses in architecture and in the mechanic arts, Ithaca, N. Y.	9	82	.....	.....	2,500
17	Art Students' League, New York, N. Y. g	1	120	70	50	(§)
18	Cooper Union Art Schools, New York, N. Y.: 1. Woman's Art School	8	383	.....	383	.....
	2. The Free School of Art	11	1,489	1,459	30	.....
19	Ladies' Art Association, New York, N. Y	7	60	.....	60	25
20	Art Schools of the National Academy of Design, New York, N. Y	4	116	88	28	600
21	The Palette Club, New York, N. Y. g	.....	.....	.....	.....	100
22	School of Design, Vassar College	.....	.....	.....	.....	545
23	College of Fine Arts of Syracuse University, Syracuse, N. Y	10	49	27	22	159
24	School of Design of the University of Cincinnati, Cincinnati, Ohio	8	536	200	336	100
25	Toledo University of Arts and Trades, Toledo, Ohio	1	90	76	14	200
26	Franklin Institute Drawing Classes, Philadelphia, Pa	4	184	175	9	.....
27	Art Classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.	4	122	74	48	938
28	Philadelphia School of Design for Women, Philadelphia, Pa	11	190	.....	190	115
29	The Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	.....	.....	.....	.....	.....
30	Pittsburg School of Design for Women, Pittsburg, Pa	5	65	(y)	65	.....

† Many. § A few.

a Under "Casts of sculpture," only casts of statues and busts, life size or heroic, are enumerated.

b Under "Other casts," are included all statuettes, parts of human figure, and all casts of foliage, architectural ornament, &c., for use of students in drawing.

c 4 sets.

d 40 original oil studies by distinguished students of the École des Beaux-Arts, Paris.

e Also 490 medallions, 100 Braun's autotypes of old masters, and a large collection of chromo-lithographs and photographs.

f 4 of the casts are of statues. The school has also 37 modern paintings, 2,000 photographs, lithographs, &c., and a set of drawings given by the life school at Paris.

g Living models secured for life classes; no other material provided.

h In addition, there are 12 pupils in a ladies' advanced class and 20 pupils in the men's life class.

i The school possesses a flayed manikin and several hundred casts of torsos, limbs, animals, and architectural ornaments.

j There are many hundred samples of foreign and domestic textile fabrics and wall paper.

affording art instruction, &c.—Concluded.

Material provided; number of—						Prizes awarded.		Public exhibition of work of pupils.	
Casts of sculpture.[a]	Other casts.[b]	Models.	Patterns.	Engravings.	Drawings.	Number.	Name.		
27	28	29	30	31	32	33	34	35	
159	92	(c)	(†)	.....	.....	9	2 gold and 3 silver medals and 4 diplomas, for excellence in drawing and painting.	Annual	1
100	127	(d)	(†)	325	(§)	4	2 of $100 each and 2 of $50 each, for excellence in drawing and painting.	Annual	2
50	(§)	12	(§)	25	200	....	.....	.....	3
189	e261	.....	.....	(†)	.....	....	.....	Annual	4
f32	(†)	(†)	(†)	.....	(†)	7	Peabody prizes, 3 of $100 each and 4 of $50 each; also 22 gold medals, awarded by the institute.	Annual	5
.....	.....	.....	.....	.....	.....	....	.....	Monthly	6
.....	(i)	.....	.....	.....	.....	....	.....	.....	7
.....	.....	.....	(j)	.....	.....	....	.....	Annual	8
.....	746	32	(†)	963	l810	2	Prizes given by Boston Society of Architects, $50 each, in books.	Annual	9
m69	31	100	1,000	50	140	....	.....	Annual	10
(m)	.....	.....	.....	.....	20	....	.....	.....	11
25	175	(†)	(†)	(†)	(†)	....	.....	Annual	12
.....	n12	.....	.....	24	.....	....	.....	Annual	13
o44	50	(§)	.....	(§)	.....	....	.....	Semi-annual .	14
(§)	(§)	(§)	.....	(†)	.....	....	.....	Semi-annual	15
.....	(†)	(q)†	(†)	(†)	(†)	....	.....	End of each term.	16
.....	.....	.....	.....	.....	.....	....	.....	Monthly	17
100	650	(§)	.....	(†)	(†)	r9	For drawings from cast, from still life, ornamental drawing, and wood engraving.	Annual	18
.....	(†)	(†)	(†)	(†)	.....	5	For architectural, cast, object, and mechanical drawing.	Annual	18
.....	(§)	(§)	(§)	(§)	.....	....	.....	.....	19
160	.....	.....	.....	500	.....	4	Silver and bronze medals	Annual	20
.....	.....	.....	.....	.....	.....	....	.....	.....	21
s23	t16	(u)	.....	.....	.....	....	.....	.....	22
1	40	.....	.....	(v) (†)	.....	....	.....	Annual	23
40	100	.....	.....	751	w11	....	Gold and silver medals and diplomas .	Annual	24
.....	50	25	20	497	383	2	1 of $30 and 1 of $15	Semi-annual .	25
.....	.....	(†)	(§)	(†)	500	....	.....	Annual	26
184	103	.....	.....	x50,000	200	....	.....	.....	27
70	286	.....	(†)	(†)	1,000	....	For best work in all stages, 3 gold medals; also sets of art books.	Annual	28
.....	.....	.....	.....	.....	.....	....	.....	.....	29
49	(†)	.....	.....	(†)	(†)	8	4 gold and 4 silver medals	Annual	30

k The mathematical and scientific instruction is given by other professors in the institute.
l 77 additional drawings from the École des Beaux-Arts, and 95 lecture diagrams, 3,665 photographs, 35 specimens of stained glass, 32 architectural models, and many specimens of tiles, terra cotta, &c.
m Pupils have access to the collections of the museum.
n Also 3 oil paintings and 152 autotypes.
o Statuette groups, by Rogers.
p These are the statistics for 1875–'76. Art classes of the Brooklyn Art Association were discontinued for the season of 1876–'77.
q A large collection of French architectural models in plaster and of models of wood construction.
r 19 medals were also awarded.
s 4 are statues.
t 7 are reductions of antique statues.
u Set of 62 large diagrams for illustrating architecture; also 2,000 Braun's autotypes and many other photographs.
v A large collection of photographs.
w 13 oil paintings and 48 autotypes.
x Also 200 Braun's autotypes, 150 photographs, 200 sets of costumes, a manikin, and colored anatomical casts. Students have access to the art collections of the academy.
y Artisan night class of 25 males.

TABLE XIX.—*Statistics of institutions for the deaf and dumb for 1876; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
						Total number.	Number of semi-mutes.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala	1860	State	Jo. H. Johnson, M. D	6	0	50	30	20
2	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	Directors	W. G. Jenkins	4	0	46	28	18
3	Institution for the Deaf and Dumb and the Blind.	Oakland, Cal	1860	State	Warring Wilkinson, M. A	4	0	82	50	32
4	Institute for the Education of Mutes	Colorado Springs, Colo	1874	State	J. P. Ralstin	2	.....	20	11	9
5	American Asylum for the Deaf and Dumb	Hartford, Conn	1817	Directors	Edward C. Stone, A. M	17	2	280	167	113
6	Whipple's Home School for Deaf-Mutes	Mystic River, Conn	1869	Private	Zerah C. Whipple	3	0	12	7	5
7	Georgia Institution for the Deaf and Dumb*	Cave Spring, Ga	1846	Trustees	Wesley O. Connor	5	1	60	37	23
8	Chicago Day School for Deaf-Mutes	Chicago, Ill	1874	B'd of educat'n	P. A. Emery, M. A., D. D	1	.....	24	20	4
9	Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill	1839	State	Philip G. Gillett, M. A., LL. D	20	.....	421	237	184
10	Indiana Institution for Educating the Deaf and Dumb.	Indianapolis, Ind	1844	State	Rev. Thomas MacIntire, A. M	16	3	349	214	135
11	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	State	Rev. Benjamin Talbot, M. A	11	0	181	98	83
12	Kansas State Asylum for the Deaf and Dumb	Olathe, Kans	1865	Trustees	Theo. C. Bowles	6	0	115	59	56
13	Kentucky Institution for Deaf-Mutes	Danville, Ky	1823	State	John A. Jacobs	5	1	111	55	56
14	Louisiana Institution for the Education of the Deaf and Dumb.	Baton Rouge, La	1852	Trustees	John A. McWhorter, A. M	3	0	40	24	16
15	Institution for the Colored Blind and Deaf-Mutes	Baltimore, Md	1872	Corporation	F. D. Morrison	1	1	17	9	8
16	Maryland Institution for the Education of the Deaf and Dumb.	Frederick, Md	1867	Directors	Charles W. Ely, A. M	9	1	91	61	30
17	Boston Day School for Deaf-Mutes	Boston, Mass., (63 Warrenton st.)	1869	School board	Miss Sarah Fuller	8	0	79	42	37
18	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Pvt. corporat'n	Miss Harriet B. Rogers	7	0	71	41	30
19	Michigan Institution for the Deaf and Dumb and the Blind.	Flint, Mich	1854	Trustees	J. W. Parker	11	2	a216	a120	a96
20	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn	1863	Trustees	J. L. Noyes, A. M., superintendent	6	4	103	68	35

21	Mississippi Institution for the Education of the Deaf and Dumb.	Jackson, Miss	1856	State	Charles H. Talbot	3	1	36	20	16
22	Missouri Institution for the Deaf and Dumb	Fulton, Mo	1851	State	William D. Kerr, A. M	11	2	229	126	103
23	St. Bridget's Institution for the Deaf and Dumb	St. Louis, Mo	1860	R. C. orph. b'd						
24	Nebraska Institution for the Deaf and Dumb	Omaha, Nebr	1869	State	R. H. Kinney, M. A	3	0	48	25	23
25	Class in articulation in Cayuga Lake Academy	Aurora, N. Y	1871	Trustees	Mrs. A. M. Kelsey	2	0	4	3	1
26	Le Couteulx St. Mary's Institution for the Education of Deaf-Mutes.	Buffalo, N. Y	1854	Sisters of St. Joseph.	Sister Mary Ann Burke	8	0	96	52	44
27	St. Joseph's Improved Institute	Fordham, N. Y	1869	Private	Madame Victorine Boucher	8				
28	Institution for the Instruction of the Deaf and Dumb.*	New York, N. Y., (Station M.)	1817	Directors	Isaac L. Peet, LL. D	19	4	596	352	244
29	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y., (1515 Broadway.)	1867	Trustees	David Greenberger	9	0	110	63	47
30	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C	1846	State	John Nichols	7	2	148	83	65
31	Cincinnati Day School for Deaf Mutes	Cincinnati, Ohio	1875	B'd of educat'n	R. P. McGregor	1	1	24	16	8
32	Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio	1827	State	Gilbert O. Fay, M. A	23	5	490	274	216
33	Oregon Institute for Deaf and Dumb	Salem, Oreg	1870	State	Rev. P. S. Knight	2		27	12	15
34	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa	1820	Directors	Joshua Foster	18	1	352	202	150
35	West Pennsylvania Institution for the Education of the Deaf and Dumb.	Turtle Creek, Pa	1876	State	James H. Logan, A. M	3	1	36	22	14
36	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Spartanburg C. H., S. C	1849	State	Newton F. Walker	4		25		
37	Tennessee School for the Deaf and Dumb	Knoxville, Tenn	1845	Trustees	J. H. Ijams, A. B	6	1	122	79	43
38	Institution for the Education of the Deaf and Dumb	Austin, Tex	1856	Trustees	Henry E. McCulloch	4	1	47	30	17
39	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va	1839	State	Charles D. McCoy	9	1	96	56	40
40	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va	1870	Regents	John C. Covell	5	1	65	41	24
41	Wisconsin Institute for the Deaf and Dumb	Delavan, Wis	1852	State	W. H. De Motte	10	3	190	119	71
42	Columbia Institution for the Deaf and Dumb	Washington, D. C	1857	National	E. M. Gallaudet, Ph. D., LL. D., president.	12	3	100	85	15
43	National Deaf-Mute College *b*	Washington, D. C	1864	National	E. M. Gallaudet, Ph. D., LL. D., president.					

*From Report of the Commissioner of Education for 1875. *a* For both departments. *b* A department of Columbia Institution; its statistics will be found in Table IX.

TABLE XIX.—*Statistics of institutions for the deaf and dumb for 1876, &c.*—Continued.

NOTE.—× indicates an affirmative answer and also the branches taught.

	Name.	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.				
					Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	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.
	1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Alabama Institution for the Deaf and Dumb and the Blind.	6	160	3	....	×	....	×	....	×	0	0	0	500	.....	17	a$40,000	a$18,000	$0	a$13,137
2	Arkansas Deaf-Mute Institute	3–4	210	....	×	×	×	....	....	×	0	0	0	40	0	92	35,000	b12,000	0	.....
3	Institution for the Deaf and Dumb and the Blind.	4½	154	2	....	c×	×	....	....	×	0	d0	d0	d0	0	130	a100,000	e146,000	.....	a33,904
4	Institute for the Education of Mutes	.....	22	0	....	f×	×	....	....	×	0	0	g×	50	10	13	12,000	16,028	0	12,782
5	American Asylum for the Deaf and Dumb	7	2,107	50	×	×	×	×	....	0	0	0	0	2,300	50	25	250,000	(h)	38,402	57,329
6	Whipple's Home School for Deaf-Mutes	.....	27	0	×	f×	....	×	....	.....	0	0	0	.....	24	.....	.....	.....	.....	.....
7	Georgia Institution for the Deaf and Dumb*	.....	.....	3	....	×	.....	.....	....	0	0	0	0	1,000	.....	12	30,000	16,500	0	16,387
8	Chicago Day School for Deaf-Mutes	1½	32	....	....	f×	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Illinois Institution for the Education of the Deaf and Dumb.	6	1,133	....	×	×	.....	.....	....	×	0	×	×	.....	500	46	334,206	75,000	.....	99,088
10	Indiana Institution for Educating the Deaf and Dumb.	6.08	1,144	22	×	×	×	....	×	0	×	×	0	3,050	44	106	600,000	63,000	45,297	68,851
11	Iowa Institution for the Deaf and Dumb	3.8	433	5	×	×	....	×	....	×	0	×	×	600	150	90	120,000	36,680	.....	36,680
12	Kansas State Asylum for the Deaf and Dumb	5	163	0	×	×	.....	.....	....	×	0	0	0	120	50	177½	35,000	14,550	0	14,000
13	Kentucky Institution for Deaf-Mutes	4	636	11	....	×	....	×	....	×	×	×	×	600	25	52	150,000	20,972	.....	20,869
14	Louisiana Institution for the Education of the Deaf and Dumb.	5	218	4	....	f×	×	×	×	0	0	....	0	300	0	10	225,000	15,000	0	8,000
15	Institution for the Colored Blind and Deaf-Mutes	.....	19	.....	.....	×	.....	.....	.....	0	.....	.....	.....	.....	.....	(k)	a18,000	a8,500	a300	a6,625
16	Maryland Institution for the Education of the Deaf and Dumb.	.....	178	3	×	×	×	×	×	0	0	×	0	2,000	.....	10	250,000	27,000	450	29,500
17	Boston Day School for Deaf-Mutes	.....	130	0	×	×	....	×	....	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
18	Clarke Institution for Deaf-Mutes	.....	127	0	×	l×	×	×	×	0	×	×	×	561	91	11	82,565	11,625	3,967	18,947
19	Michigan Institution for the Deaf and Dumb and the Blind.	.....	645	....	×	×	×	×	....	0	0	×	0	a900	100	93	a450,000	a40,000	0	a40,000
20	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	4.2	187	2	×	×	×	....	....	0	0	×	0	700	20	54	110,000	21,800	0	21,000

21	Mississippi Institution for the Education of the Deaf and Dumb.	.....	*m*76	0	×	×	....	....	....	×	0	0	0	12	0	7	40,000	10,000	150	10,000
22	Missouri Institution for the Deaf and Dumb	7	575	4	×	*n*×	....	....	....	×	×	0	0	600	0	50	150,000	46,000	0	46,000
23	St. Bridget's Institution for the Deaf and Dumb..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Nebraska Institution for the Deaf and Dumb	3	67	0	×	×	....	....	....	0	0	0	0	230	230	20	40,000	*o*46,700	0	19,697
25	Class in articulation in Cayuga Lake Academy...	.....	10	0	×	×	....	....	....	0	×	×	*g*×	.....	.....	2	.....	0	.....	.....
26	Le Couteulx St. Mary's Institution for the Education of Deaf-Mutes.	6	198	....	×	*f*×	....	....	....	0	0	0	0	200	40	1	46,000	*p*9,000	1,800	18,000
27	St. Joseph's Improved Institute.	.....	.....	.....	.....	×	.....	.....	.....	0	0	0	.....	.....	.....	6	37,500	7,325	563	14.848
28	Institution for the Instruction of the Deaf and Dumb.*	8	2,511	71	×	×	×	×	×	0	×	×	2,811	.....	28	451,500	148,307	1,229	140,640	
29	Institution for the Improved Instruction of Deaf Mutes.	5	171	0	×	×	....	....	....	0	0	0	0	406	65	0	0	10.067	4,199	28,620
30	North Carolina Institution for the Deaf and Dumb and the Blind.	.....	475	....	....	×	....	....	....	0	0	0	0	0	.....	5	*a*100,000	*a*45,000	.....	*a*42,500
31	Cincinnati Day School for Deaf Mutes	.....	27	....	....	×	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....
32	Ohio Institution for the Education of the Deaf- and Dumb.	5	1,587	25	×	*q*×	×	....	×	0	×	×	×	3,000	100	10	800,000	82,000	0	82,152
33	Oregon Institute for Deaf and Dumb.....	.....	38	....	....	×	....	....	....	0	0	0	0	.....	.....	.....	0	5,000	.....	5,000
34	Pennsylvania Institution for the Deaf and Dumb.	5	1,721	11	....	×	....	....	....	0	0	×	×	5,000	.....	2	500,000	*r*88,962	6,319	*s*80,039
35	West Pennsylvania Institution for the Education of the Deaf and Dumb.	.....	36	....	....	×	....	....	....	×	0	0	0	0	.....	(*t*)	.....	16,000	200	.....
36	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	6	.....	....	....	....	....	....	....	....	....	....	....	.....	.....	157	*a*50,000	*a*5,000	.....	.....
37	Tennessee School for the Deaf and Dumb	3	.....	2	×	×	....	×	....	×	0	0	0	.....	.....	7	125,000	29,500	300	28,000
38	Institution for the Education of the Deaf and Dumb	3	137	2	....	×	....	....	....	×	0	0	0	.....	.....	60	30,000	14,000	0	13,989
39	Virginia Institution for the Deaf and Dumb and the Blind.	7	446	3	×	*u*×	....	....	....	0	0	×	0	1,600	.....	40	*a*175,000	*a*40,000	.....	*a*42,390
40	West Virginia Institution for the Deaf and Dumb and the Blind.	5	108	0	....	*f*×	....	....	×	0	0	0	0	280	0	14	*a*75,000	*a*25,000	0	*a*27,000
41	Wisconsin Institute for the Deaf and Dumb.....	4	450	....	×	×	....	....	....	0	0	0	0	1,000	.....	32	100,000	40,000	0	40,000
42	Columbia Institution for the Deaf and Dumb.....	8	328	24	×	×	×	×	×	×	×	×	0	2,100	100	100	560,000	*v*88,000	3,322	*w*96,884
43	National Deaf-Mute College *x*.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1875.
a For both departments.
b For salaries; $180 are allowed for each pupil in attendance.
c A limited number receive preparation for a university course.
d Destroyed by fire.
e $110,000 of this were for new building.
f Drawing is also taught.
g A nucleus.
h $175 per pupil from New England States.
i From shops.
k Two city lots.
l Also geometry, botany, zoölogy, geology, astronomy, ancient history, rhetoric, political economy, psychology, &c.
m Since reorganization in 1871.
n Also Latin and geometry.
o For two years, including $15,000 for building.
p $4,000 from counties also.
q Also natural history, chemistry, geology, astronomy, botany, political economy, drawing, &c.
r $25,000 of this were for new building; $5,119 were received from Delaware and New Jersey.
s $167,000 were expended for new building in 1875 and 1876.
t Thirty-seven acres are rented.
u Also painting and drawing and the following trades: Cabinet and carpentry, shoe making, tailoring, type setting, printing and book binding.
v Congressional appropriation.
w $40,070 of this for building.
x A department of Columbia Institution; its statistics will be found in Table IX.

TABLE XX.—*Statistics of institutions for the blind for* 1876; *from*

NOTE.— × indicates the employment taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employés.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala ..	1865	Jo. H. Johnson, M. D.	State.....	2
2	Arkansas Institute for the Education of the Blind.	Little Rock, Ark.	1859	Otis Patten	State.....	12
3	Institution for the Deaf and Dumb and the Blind.	Oakland, Cal	1860	Warring Wilkinson, M. A.	State.....	c31
4	Georgia Academy for the Blind..	Macon, Ga	1852	W. D. Williams, A. M.	Corporation.	13
5	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	Franklin W. Phillips, M. D.	State.....	29
6	Indiana Institute for the Education of the Blind.	Indianapolis, Ind.	1847	W. H. Churchman	State.....	30
7	Iowa College for the Blind.....	Vinton, Iowa	1853	J. B. Parmelee....	State.....	31
8	Kansas Institution for the Education of the Blind.	Wyandotte, Kans.	1867	George H. Miller.	State.....	12
9	Kentucky Institution for the Education of the Blind.	Louisville, Ky...	1842	B. B. Huntoon	State.....	22
10	Louisiana Institution for the Education of the Blind and the Industrial Home for the Blind.	Baton Rouge, La.	1871	L. C. Le Sage	State.....	6
11	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md...	1872	F. D. Morrison ...	Corporation.	3
12	Maryland Institution for the Instruction of the Blind.	Baltimore, Md...	1853	F. D. Morrison	Corporation.	13
13	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass....	1829	M. Anagnos	State and corporation.	46
14	Michigan Institution for the Deaf and Dumb and the Blind.	Flint, Mich.....	1854	J. W. Parker	State.....	50
15	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1866	James J. Dow, (of the department for the blind.)	State.....	3
16	Mississippi Asylum for the Blind	Jackson, Miss ..	1852	W. S. Langley ...	State.....	11
17	Missouri Institution for the Education of the Blind.	St. Louis, Mo...	1850	James McWorkman, M. D.	State.....	25
18	New York State Institution for the Blind.	Batavia, N. Y ...	1868	Mrs. A. D. Lord ...	State.....	17
19	New York Institution for the Blind	New York, N. Y., (9th ave., cor. 33d st.)	1831	William B. Wait ..	Corporation.	60
20	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C....	1851	John Nichols.....	State.....	8
21	Ohio Institution for the Education of the Blind.	Columbus, Ohio .	1837	George L. Smead, M. A.	State.....	54
22	Oregon School for the Education of the Blind.	Salem, Oreg	1873	C. H. Kaiser.....	State.....	2
23	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation.	34
24	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Spartanburg C. H., S. C.	1849	Newton F. Walker.	State.....	4
25	Tennessee School for the Blind...	Nashville, Tenn	1844	J. M. Sturtevant..	Corporation.	13
26	Texas Institution for the Blind ..	Austin, Tex....	1856	Frank Rainey	State.....	15
27	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va. ..	1839	Charles D. McCoy.	State.....	6
28	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va .	1870	J. C. Covell.....	State.....	4
29	Wisconsin Institution for the Education of the Blind.	Janesville, Wis..	1850	Mrs. Sarah F. C. Little, M. A.	State.....	21

* From Report of the Commissioner of Education for 1875. *a* See Table XIX. *b* Does not in
c For both departments. *d* Mechanical department suspended in consequence of fire. *e* Knitting
boys are also taught to upholster furniture. *h* Value of apparatus. *i* Cabinet making is taught.
were for replacing building destroyed by fire and furnishing the same. *m* Includes amount for build

replies to inquiries by the United States Bureau of Education.

0 signifies none; .... indicates no answer.

Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	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.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	12	40	×	×	...	....	....	....	(a)	.....	(a)	(a)	.....	.....	(a)	1
3	35	113	×	×	×	×	....	×	*650	.....	$30,000	b$8,000	.....	$9,589	$9,401	2
0	31	88	(d)	..	...	....	....	....	0	0	(a)	.....	$1,478	37,773	(a)	3
4	57	151	×	×	×	×	....	×	850	50	80,000	17,000	311	17,311	16,737	4
7	86	519	×	×	×	....	....	×	*961	.....	155,558	31,327	1,749	33,076	28,974	5
4	107	541	×	×	×	....	....	e×	3,500	.....	500,000	32,500	.....	32,578	31,331	6
8	112	339	×	×	×	×	....	e×	350	.....	300,000	26,584	480	29,450	27,572	7
2	42	.....	f×	....	×	..	....	....	90	20	40,000	9,100	0	9,100	9,097	8
7	95	374	×	×	...	g×	....	e×	871	71	100,000	20,235	.....	34,140	22,124	9
....	17	.....	×	×	×	..	....	....	200	0	h1,500	4,000	0	4,000	4,000	10
3	14	28	×	...	....	....	....	×	61	15	(a)	(a)	(a)	(a)	(a)	11
12	50	171	....	×	....	×	×	×	125	15	255,000	12,875	2,337	15,472	15,842	12
24	149	909	×	×	×	g×	×	e×	1,403	297	284,820	30,000	15,760	64,325	60,767	13
0	(a)	(a)	(i)	....	..	....	....	....	(a)	(a)	(a)	(a)	.....	.....	(a)	14
0	22	35	...	....	×	....	....	×	135	10	25,000	4,200	0	4,200	4,060	15
2	26	.....	×	×	...	×	....	....	255	45	15,000	10,000	0	10,000	9,500	16
5	110	.....	×	..	×	×	..	e×	600	100	200,000	21,500	0	21,500	21,500	17
....	178	339	×	....	×	....	....	e×	450	50	342,750	55,500	.....	61,166	61,966	18
10	190	1,215	....	×	×	×	....	×	600	100	359,702	45,000	8,218	192,849	182,717	19
14	93	230	×	×	....	×	....	....	0	.....	(a)	(a)	.....	.....	(a)	20
5	156	907	×	×	×	....	×	e×	430	32	500,000	46,950	.....	46,950	43,453	21
0	11	15	....	....	×	....	....	×	125	100	0	4,000	0	4,000	4,000	22
37	207	915	j×	×	×	×	....	e×	750	50	201,000	39,500	8,240	63,198	61,318	23
....	25	.....	...	....	....	....	....	....	.....	.....	(a)	(a)	.....	.....	.....	24
17	51	251	k×	....	×	....	×	e×	656	.....	85,000	31,000	135	31,135	38,000	25
0	60	.....	k×	×	×	×	..	e×	263	60	50,000	14,120	0	14,120	13,939	26
2	37	214	×	×	×	×	....	....	1,600	....	(a)	(a)	c737	c42,737	(a)	27
2	24	35	×	×	....	×	....	....	100	30	(a)	(a)	0	c31,497	(a)	28
3	86	255	×	×	×	....	....	e×	1,200	150	155,000	l113,000	.....	m83,803	m70,321	29

clude salaries, which are paid directly from the State treasury, and amounted to $4.712 for 1875–'76 is also taught. *f* The boys are also taught brush making and the girls to make straw hats. *g* The *j* Also brush and mat making and carpet weaving. *k* Telegraphy is also taught. *l* $95,000 of this ing and furniture.

TABLE XXI.—*Statistics of orphan asylums, soldiers' orphans' homes, infant asylums, industrial schools, and miscellaneous charities for* 1876; *from replies to inquiries by the United States Bureau of Education.*

PART 1.—*Statistics of orphan asylums.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Church Home for Orphans	Mobile, Ala	.....	1867	Sister Harriet, C. D	Epis	..	9	.....
2	Protestant Orphan Asylum	Mobile, Ala., (Dauphin Way, west of Broad.)	1840	1839	S. S. Ruggles	Non-sect	(3)		.....
3	Orphans' Home of the Synod of Alabama	Tuskegee, Ala	1864	1868	Rev. A. R. Holderby	Presb	0	3	225
4	Roman Catholic Female Orphan Asylum	San Francisco, Cal., (South)	1858	1852	Sister Frances McEnnis	R. C	(14)		3,161
5	St. Vincent's Male Orphan Asylum*	San Rafael, Cal	.....	1854	Rev. James Croke	R. C	(6)		.....
6	Good Templars' Home for Orphan Children	Vallejo, Cal	.....	1869	Myron H. Savage	Non-sect	2	7	285
7	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn	1868	1867	Lydia R. Ward, president	Non-sect	0	4	109
8	Hartford Orphan Asylum	Hartford, Conn	.....	1829	Rev. Thomas S. Potwin	Non-sect	2	10	.....
9	St. Catharine's Orphan Asylum	Hartford, Conn	1866	.....	Sister Rose	R. C	...	5	5,000
10	St. James' Asylum	Hartford, Conn	1865	1865	Sister Mary Claver	R. C	...	5	500
11	New Haven Orphan Asylum	New Haven, Conn	1833	1833	Mrs. Laura A. Kingsley	Evang'l	1	6	1,200
12	Orphans' Home	Decatur, Ga	.....	1871	James L. Lupo	M. E. So	1	2	46
13	Orphans' Home of South Georgia Conference	Macon, Ga	1867	1866	Rev. L. B. Payne	M. E. So	2	3	66
14	Female Orphan Asylum*	Savannah, Ga	1810	1801		Non-sect	(3)		360
15	Union Society, or Bethesda Orphan Home	Savannah, Ga	1786	1750	Andrew J. Hughes	Non-sect	1	4	.....
16	Chicago Protestant Orphan Asylum	Chicago, Ill., (789 Michigan ave)	1849	1847	Mrs. Harriet C. Bigelow	Non-sect	0	2	2,500
17	St. Joseph's Orphan Asylum	Chicago, Ill., (3 Douglas Place)	1872	1849	Sister Mary Joseph	R. C	...	13	.....
18	Uhlich Orphan Asylum	Chicago, Ill	1869	1869	George P. Moog	Ev. Luth	10	....	119
19	Asylum for Colored Friendless Children*	Indianapolis, Ind	1871	1870	Jane Trueblood, president board of managers.	Friends	(5)		204
20	Indianapolis Orphans' Asylum	Indianapolis, Ind	1851	1850	Mrs. Elizabeth J. Brown, matron	Non-sect	1	8	1,202
21	St. Joseph's Male Orphan Asylum	La Fayette, Ind., (letter-box 1442)	1876	1876	Rev. B. Hartmann	R. C	3	9	62
22	St. Joseph's Asylum and Manual Labor School	Rensselaer, Ind	1868	1866	Rev. M. Zumbueite	R. C	1	5	245
23	St. Vincent's Male Orphan Asylum	Vincennes, Ind	.....	1850	Sister Eugenia	R. C	1	3	930
24	German and English Asylum for Orphans and Destitute Children.	Andrew, Jackson County, Iowa	1864	1863	Rev. J. G. Rembold	Ev. Luth	3	3	120
25	St. Thomas Orphan Asylum	Bardstown, Ky	1850	1845	Rev. Nicholas Ryan	R. C	....	9	600

26	House of the Angel Guardian	Highlands, Ky., (near Newport)	1876	1866	Mother M. of St. Scholastica	R. C	0	13	
27	Baptist Orphans' Home*	Louisville, Ky., (1st st., corner St. Catherine.)	1870	1869	Miss Mary A. Hollingsworth	Baptist	(5)		178
28	German Baptist Bethesda	Louisville, Ky., (234 Clay st)	1872	1871	John Fred. Dohrmann	Baptist	1	2	50
29	German Protestant Orphan Asylum	Louisville, Ky	1852	1851	C. G. Leonhardt	Non-sect.	1	3	788
30	Orphanage of the Good Shepherd	Louisville, Ky	1870	1869	Sister Sarah	Epis	2	5	76
31	Kentucky Female Orphan School	Midway, Ky	1847	1849	Miss Belle Fitz Patrick	Christian	0	4	
32	Orphans' Home *a*	La Teche, La	1865	1866	L. H. Seelye	M. E	1	2	140
33	Home for Jewish Widows and Orphans	New Orleans, La., (Jackson and Chippewa sts.)	1855	1855	Levi Schoenberg	Jewish	2	2	372
34	Mount Carmel	New Orleans, La	1869	1869	Sister St. Charles	R. C		11	255
35	St. Alphonsus' Orphan Asylum*	New Orleans, La., (4th and St. Patrick sts.)			Rev. Mother M. Austin Carroll	R. C	(6)		
36	The Protestant Orphans' Home	New Orleans, La., (7th st)	1853	1853	Mrs. C. Golding, matron	Non-sect.		2	
37	Female Orphan Asylum of Portland	Portland, Me	1828	1827	Elizabeth L. Johnson, matron	Non-sect.		3	294
38	Baltimore Orphan Asylum*	Baltimore, Md	1798	1798	Mrs. Baynard	Non-sect.	(6)		
39	General German Orphan Asylum	Baltimore, Md., (Aisquith st.)	1866	1866	Fred. Gleichmann	Non-sect.	1	2	204
40	Hebrew Orphan Asylum of Baltimore	Baltimore, Md., (Calvert on Heights)	1873	1874	Jonas Gabriel	Jewish	1	6	41
41	Kelso Orphan Home	Baltimore, Md	1873	1874	Mrs. E. R. Muller	M. E		2	36
42	St. Anthony's Orphan Asylum	Baltimore, Md	1860	1854	Sister Mary Rosamunda	R. C		14	1,130
43	St. Mary's Female Orphan Asylum	Baltimore, Md	1818	1818	Sister Aloysia	R. C		7	1,000
44	St. Peter's Asylum for Female Children	Baltimore, Md., (252 Myrtle ave)	1850	1845	Mrs. Binney	P. Epis		2	72
45	St. Vincent's Male Orphan Asylum	Baltimore, Md., (23 N. Front st)	1840	1840	Brother Basil	R. C	4	0	1,020
46	Shelter for Colored Orphans *b*	Baltimore, Md	1875	1875	Catherine Ijams	Non-sect.	0	3	60
47	Boston Female Orphan Asylum*	Boston, Mass	1803	1800	Alice E. Bartlett	Non-sect.	(11)		1,000
48	House of the Angel Guardian	Boston, Mass., (85 Vernon st., Highlands.)	1851	1855	Henry Blenkx	R. C	15		5,674
49	St. Vincent's Orphan Asylum	Boston, Mass., (cor. Shawmut ave. and Camden st.)	1843	1839	Sister M. Vincent McEntee	R. C		13	2,917
50	Protectory of Mary Immaculate	Lawrence, Mass	1875	1868	Sister M. J. Gaudry, superior	R. C	1	14	425
51	City Orphan Asylum	Salem, Mass	1871	1866	Sister Mongeau, superior	R. C		5	480
52	Seamen's Orphan and Children's Friend Society	Salem, Mass	1841	1839	Margaret H. Barrows	Non-sect.		3	420
53	Church Home for Orphan and Destitute Children	South Boston, Mass	1858	1855	M. and R. L. Dexter, matrons	Epis	1	0	
54	Springfield Children's Home	Springfield, Mass., (Buckingham st)	1866	1866	Mrs. John R. Hixon, cor. sec	Non-sect.		4	509
55	Orphans' Home	Worcester, Mass	1849	1849	Jamerson White, matron	Non-sect.		5	
56	Ladies' Protestant Orphan Asylum	Detroit, Mich	1831		Mrs. P. E. Curtis, secretary	Non-sect.		5	1,100
57	St. Anthony's Male Orphan Asylum	Detroit, Mich	1867	1867	Sister M. Aloysia	R. C		8	343
58	St. Vincent's Orphan Asylum	Detroit, Mich., (McDougall ave)	1859	1849	Sister Mary Edmond	R. C		8	1,052
59	D'Evereux Hall	Natchez, Miss	1858	1858	Brother Gontran	R. C	6		224
60	Evangelical Lutheran Orphan Home	Des Pères, Mo	1868	1866	F. W. Ude	Luth	3	3	200
61	Episcopal Orphans' Home	St. Louis, Mo., (cor. Grand and Lafayette aves.)	1843	1845	Isabella Coleman, matron	P. Epis	0	4	695
62	German St. Vincent Orphan Asylum	St. Louis, Mo., (20th st., bet. O'Fallon st. and Cass ave.)	1851	1851	Mother M. Angela	R. C	1	12	1,500
63	Home of the Good Shepherd	St. Louis, Mo	1871	1849	Mother Mary of the Sacred Heart	R. C		30	4,757
64	St. Bridget's Female Half-Orphan Asylum	St. Louis, Mo., (2649 Christy ave)	0	1861	Sisters of St. Joseph	R. C	1	12	800
65	St. Mary's Orphan Asylum	St. Louis, Mo	1841	1843	Sister Emily	R. C		11	1,150
66	Southern Methodist Orphan Home	St. Louis, Mo	1872	1860	Miss T. Sadter	Meth. So		4	400
67	St. Louis Protestant Orphan Asylum	Webster Groves, Mo	1841	1834	Mrs. R. H. Morton, secretary	Non-sect.	1	9	2,500

*From Report of the Commissioner of Education for 1875.

a Buildings undergoing repairs.

b The asylum is sustained by a yearly allowance of $3,000 from the trustees of the Johns Hopkins Hospital.

TABLE XXI.—PART 1.—*Statistics of orphan asylums, &c.*—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
68	State Orphans' Home	Carson City, Nev	.....	1864	George B. Webb	Non-sect.	.....	.....	133
69	New Hampshire Orphans' Home	Franklin, N. H	1871	1871	Mrs. A. R. Mack	Non-sect.	...	5	147
70	Children's Friend Society	Jersey City, N. J	1864	1864	Sarah B. Winchester, matron	Non-sect.	0	3	224
71	Newark Orphan Asylum	Newark, N. J., (323 High st)	1849	1848	Mrs. Van Vleck, matron	Non-sect.	2	8	547
72	St. Peter's Asylum	Newark, N. J	.....	1868	Sister Mary Severine, superior	R. C.	.....	13	.....
73	Orange Orphan Home	Orange, N. J	1867	1854	Miss Mary Hubbel, matron	Non-sect.	.....	3	.....
74	Paterson Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.	Paterson, N. J	1864	1863	Mrs. A. W. A. Hennion, matron	Non-sect.	1	2	158
75	St. Mary's Orphan Asylum	South Orange, N. J	.....	.....	Sisters of Charity	R. C.	.....	.....	.....
76	St. Vincent's Male Orphan Asylum	Albany, N. Y	1849	1854	Brother Amphian	R. C	5	2	.....
77	Cayuga Asylum for Destitute Children	Auburn, N. Y	1852	1852	Jane C. Rogers	Non-sect.	1	7	1,444
78	Davenport Female Orphan Institute	Bath, N. Y	1863	1863	Elias Child	Non-sect.	1	5	90
79	Brooklyn Howard Colored Orphan Asylum	Brooklyn, N. Y., (Dean st., near Troy ave.)	1868	1866	Rev. William F. Johnson	Non-sect.	2	2	235
80	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y., (Atlantic ave)	1835	1832	Mrs. R. B. Hutchinson	Non-sect.	1	25	2,819
81	Orphans' Home, (Church of the Holy Trinity)	Brooklyn, E. D., N. Y	1861	1862	Very Rev. M. May, president	R. C.	....	6	600
82	Orphans' Home on the Church Charity Foundation	Brooklyn, N. Y., (Albany ave. and Herkimer st.)	.....	1852	Sister Julia Bull	P. Epis.	1	5	330
83	Roman Catholic Orphan Asylum, (female)	Brooklyn, N. Y	1834	1830	Sister Mary Lewis	R. C.	....	17	.....
84	Roman Catholic Orphan Asylum, (male)	Brooklyn, N. Y	1834	1830	Sister M. Baptista	R. C.	(21)		.....
85	Buffalo Orphan Asylum	Buffalo, N. Y	1837	1836	Mrs. Robert Macpherson	Non-sect.	....	7	2,409
86	Church Charity Foundation, (The)	Buffalo, N. Y., (Rhode Island st)	1858	1866	Grace A. Lane	P. Epis.	1	8	219
87	Evangelical Lutheran St. John's Orphan Home	Buffalo, N. Y	1865	1864	Christian Volz	Ev. Luth.	3	4	146
88	Roman Catholic Orphan Asylum, (German)*	Buffalo, N. Y	1874	1874	.....	R. C.	(5)		85
89	St. Vincent's Female Orphan Asylum	Buffalo, N. Y., (41 Batavia st)	1849	1848	Sister Robertine Lanahan	R. C.	....	12	1,280
90	Ontario Orphan Asylum*	Canandaigua, N. Y	1863	1863	Mrs. Annie Biegler	Non-sect.	(5)		252
91	St. Mary's Orphan Asylum	Canandaigua, N. Y	1855	1854	Sister Alphonses	R. C.	....	5	211
92	St. Mary's Orphan Asylum	Clifton, Staten Island, N. Y	.....	1864	Rev. John Lewis	R. C.	.....	3	200
93	Orphan House of the Holy Saviour	Cooperstown, N. Y	1870	1871	Susan Fenimore Cooper	P. Epis.	1	3	54
94	St. Mary's Orphan Asylum and School	Dunkirk, N. Y	1858	1858	Sister M. Anastasia Donovan	R. C.	.....	4	181
95	Southern Tier Orphans' Home	Elmira, N. Y	1864	1868	George H. Beers	Non-sect.	1	7	650
96	Hudson Orphan and Relief Association	Hudson, N. Y	1846	1844	Miss E. Jones, matron	Non-sect.	.....	1	.....

97	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y	1869	1866	Rev. G. C. Holls, director	Ev.Luth	1	3	93
98	Asylum of St. Vincent de Paul	New York, N. Y., (215 W. 39th st)	.....	.....	L. B. Binsse, secretary	R. C	.....	.....	.....
99	Children's Fold, (The)	New York, N. Y., (157 E. 60th st)	1871	1867	Rev. Edward Cowley, president	P. Epis	1	1	506
100	Colored Orphan Asylum	New York, N. Y., (143d st. and 10th ave.)	1838	1837	Orville K. Hutchinson	Non-sect.	1	7	2, 159
101	Hebrew Orphan Asylum	New York, N. Y., (77th st. and 3d ave.)	1860	1860	Dr. Herman Baar	Jewish	9	3	652
102	Leake and Watts Orphan House	New York, N. Y., (110th st. and 9th ave.)	1836	1843	N. J. Guest, assistant superintendent	Non-sect	5	21	1, 196
103	New York Roman Catholic Orphan Asylum	New York, N. Y., (near 5th ave. and 53d st.)	1852	1826	Sister Mary Frances	R. C	.....	13	.....
104	Orphan Asylum Society of the City of New York	New York, N. Y., (W. 73d st. and Boulevard.)	1807	1806	George E. Dunlap	Presb	5	22	2, 183
105	Orphans' Home and Asylum	New York, N. Y., (49th st)	1859	1851	Jane Ingle, matron	P. Epis	1	11	900
106	Roman Catholic Orphan Asylum	New York, N. Y., (647 5th ave)	1852	1826	Sister Borromeo	R. C	.....	12	.....
107	St. Joseph's Asylum in the City of New York	New York, N.Y., (ave. A and 86th st)	1859	1858	Sister Hyacinthe, superioress	R. C	2	14	1, 639
108	St. Patrick's Female Orphan Asylum	New York, N. Y	.....	.....	Sister Clotilda	R. C	.....	18	900
109	St. Stephen's Home for Children	New York, N. Y., (145 E. 28th st)	1876	1868	Sister F. Xavier	R. C	0	7	625
110	The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y., (67 W. 10th st)	1837	1835	Mrs. J. M. Campbell	Non-sect	.....	19	3, 535
111	Poughkeepsie Orphan House and Home for the Friendless.	Poughkeepsie, N. Y	1852	1847	Mrs. J. M. Farrar, matron	Non-sect	...	7	796
112	Rochester Orphan Asylum	Rochester, N. Y	1838	1837	Mrs. Lucia Clements, matron	Non-sect	1	11	2, 095
113	St. Joseph's German Roman Catholic Orphan Asylum	Rochester, N. Y	1863	1859	Sister Mary Gabrielle	R. C	.....	5	155
114	St. Mary's Male Orphan Asylum	Rochester, N. Y	1864	1864	Sister M. Xavier	R. C	.....	14	705
115	St. Patrick's Female Orphan Asylum	Rochester, N. Y	1845	1841	Sister De Pazzie	R. C	..	7	1, 016
116	Onondaga County Orphan Asylum	Syracuse, N. Y	1845	1841	Mrs. H. M. Woods	Non-sect.	1	15	2, 325
117	St. Vincent de Paul's Orphan Asylum	Syracuse, N. Y	1860	1852	Sister Tatiana White	R. C	.....	12	668
118	St. Vincent's Female Orphan Asylum	Troy, N. Y	1863	1848	Sister Sarah A. Baker	R. C	.....	10	1, 121
119	Troy Catholic Male Orphan Asylum	Troy, N. Y	1864	1852	Brother Elias	R. C	12	1	a1, 474
120	Troy Orphan Asylum	Troy, N. Y., (8th st)	1835	1833	Mrs. Mary A. Greenman, matron	Non-sect	1	16	1, 135
121	House of the Good Shepherd	Utica, N. Y	1872	1873	Mrs. Mary Foster	Epis	0	4	250
122	Utica Orphan Asylum	Utica, N. Y	1830	1830	Miss Mary Hinsdale, matron	Non-sect.	.....	8	1, 357
123	Thomas Asylum for Orphan and Destitute Indian Children.	Versailles, N. Y	1855	b1875	B. F. Hall	Non-sect.	1	8	431
124	Society for the Relief of Destitute Children of Seamen.	West New Brighton, N. Y., (Staten Island.)	1851	1847	Miss A. M. Drew	Non-sect	1	15	1, 048
125	Orphan Asylum	Oxford, N. C	.....	1873	J. H. Mills	Non-sect	2	11	300
126	German Methodist Orphan Asylum	Berea, Ohio	1864	1864	Christian G. Lieberherr	M. E	1	4	117
127	Cincinnati Orphan Asylum	Cincinnati, Ohio, (Mt. Auburn)	1832	1833	Mrs. A. J. C. Wilson, matron	Non-sect	1	9	16, 739
128	German General Protestant Orphan Asylum	Cincinnati, Ohio	1849	1849	Fanny Pfaefflin	Non-sect	.....	.....	.....
129	Cleveland Protestant Orphan Asylum*	Cleveland, Ohio	1853	.....	A. H. Shunk	Prot	(4)		2, 128
130	Orphan Asylum, I. O. B. B	Cleveland, Ohio	1868	1868	Louis Aufrecht	Jewish	5	4	451
131	St. Mary's Orphan Asylum	Cleveland, Ohio, (Harmon st)	.....	1851	M. Le Masson	R. C	.....	25	.....
132	Montgomery County Children's Home	Dayton, Ohio	1867	1867	Mrs. Anna Gradey	Presb	1	14	603
133	Ebenezer Orphan Institute	Flat Rock, Ohio	1866	1866	J. E. Dreisbach	Ev. As	4	8	244
134	Children's Home for Butler County	Hamilton, Ohio	1869	1869	Mary C. Moore, president trustees	Non-sect	.....	.....	150
135	Children's Home of Ironton	Ironton, Ohio	1874	1874	Miss Mary E. Vincent, matron	Non-sect	...	2	54
136	Washington County Children's Home	Marietta, Ohio	1866	1866	Dr. Simeon D. Hart	Non-sect.	2	13	440

* From Report of the Commissioner of Education for 1875.

a Since May 1, 1866.

b Reorganized.

TABLE XXI.—PART 1.—*Statistics of orphan asylums, &c.*—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
137	Home for Friendless Children	Mt. Vernon, Ohio	1876	1876	G. W. McWherter	Non-sect.	(8)		16
138	Citizen Hospital and Orphan Asylum	Tiffin, Ohio	1869	1868	Rev. I. L. Bihn	R. C.	3	25	176
139	German Evangelical Lutheran Orphan Asylum	Toledo, Ohio	1860	1860	Charles Beckel	Ev. Luth	2	2	322
140	Protestant Orphans' Home	Toledo, Ohio	1867	1867	Miss J. A. McConnell	Non-sect	1	5	414
141	St. Vincent's Orphan Asylum	Toledo, Ohio	1875	1855	Sister Brennan	R. C.	1	15	1,071
142	McIntire Children's Home	Zanesville, Ohio	1865	1865	Mrs. Ann W. Ely, matron	Non-sect.		4	184
143	St. Joseph's Asylum	Allegheny, Pa	1853	1853	Rev. Father S. Mallinger	R. C.	2	4	500
144	Orphans' Home of the Evangelical Lutheran Church	Germantown, Pa	1860	1859	Rev. G. F. Gardner	Ev. Luth	3	2	397
145	Home for Friendless Children of the City and County of Lancaster.	Lancaster, Pa	1860	1859	Mrs. Sarah M. Kramph	Non-sect	1	11	650
146	Emau's Orphan House	Middletown, Pa		1830	William A. Croll	Luth	2		200
147	Bethesda Children's Christian Home	Philadelphia, Pa., (Chestnut Hill)	0	1859	Miss Anna W. Clement	Non-sect		8	500
148	Burd Orphan Asylum of St. Stephen's Church	Philadelphia, Pa	1856	1862	Rev. Gideon J. Burton, A. M., chaplain	P. Epis.	2	8	116
149	Church Home for Children	Philadelphia, Pa., (Angora)	1856		Miss C. K. Meredith, secretary	P. Epis.		6	
150	Girard College for Orphans	Philadelphia, Pa		1848	William H. Allen, LL. D., president	Non-sect	16	22	1,840
151	Home for Destitute Colored Children	Philadelphia, Pa., (Darby Road and 46th st.)	1856	1856	Alexander Seelah	Non-sect	1	4	400
152	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa	1855	1854	Miss Sophia G. Zalinski	Jewish		3	
153	Northern Home for Friendless Children	Philadelphia, Pa., (n. e. cor. 23d and Brown sts.)	1854	1853	James W. Walk	Non-sect	2	10	3,800
154	Philadelphia Orphan Asylum	Philadelphia, Pa., (64th st. and Lansdowne ave.)	1815	1814	Mrs. Maria Lodor, matron	Non-sect	1	9	1,000
155	Southern Home for Destitute Children	Philadelphia, Pa., (s. e. cor. 12th and Fitzwater sts.)	1851	1849	Miss Phillips, matron	Non-sect		13	2,600
156	"The Shelter" for Colored Orphans	Philadelphia, Pa., (44th and Haverford sts.)	1829	1822	Elizabeth C. Loury, secretary	Friends		5	
157	Union Temporary Home for Children	Philadelphia, Pa., (n. e. cor. 16th and Poplar sts.)	1857	1856	Miss G. W. Pennington, matron	Non-sect.	1	9	
158	Western Provident Society and Children's Home	Philadelphia, Pa., (41st and Baring st.)	1854	1855	Mrs. Selina Preston, matron	Non-sect.	1	8	
159	St. Paul's Roman Catholic Orphan Asylum	Pittsburg, Pa	1840	1836	Sisters of Mercy	R. C.	0	20	3,250
160	St. Catharine's Female Orphan Asylum	Reading, Pa		1872	Sister Mary Carroll	R. C.	(5)		57

161	Orphans' Home of Evangelical Lutheran Church	Rochester, Pa	1859	1852	Rev. Dr. W. A. Passavant	Ev. Luth	....	5	.....
162	Bethany Orphan Home	Womelsdorf, Pa	1865	1862	Rev. D. B. Albright	Ref	1	3	400
163	Children's Home of Borough and County of York	York, Pa	1865	1865	Miss Ellen Stuart	Non-sect.	1	4	172
164	Orphans' Farm School	Zelienople, Pa	1857	.....	Rev. D. L. Debendarfer	Luth	2	2	155
165	Providence Association for the Benefit of Colored Children.	Providence, R. I., (20 Olive st)	1839	1838	Abby Guild	Non-sect.	....	5	407
166	Hebrew Orphan Society	Charleston, S. C., (Broad st., cor. Court-House square.)	1802	1801	Jacob L. Cardozo	Jewish	1	....	482
167	Thornwell Orphanage	Clinton, S. C	1872	1875	Rev. William P. Jacobs	Presb	1	2	21
168	State Orphan Asylum	Columbia, S. C	1867	1867	Miss M. A. Gibson	Non-sect.	3	12	243
169	Carolina Orphan Home	Spartanburg, S. C	1872	1873	R. C. Oliver	Meth	1	1	23
170	Leath Orphan Asylum	Memphis, Tenn	1852	1852	John M. Peabody	Non-sect.	2	3	720
171	St. Peter's Orphan Asylum	Memphis, Tenn	.....	1852	Sister Josepha M. Gary	R. C	....	8	1,200
172	Nashville Protestant Orphan Asylum	Nashville, Tenn	1846	1845	Mrs. H. G. Scovel, secretary	Non-sect.	....	1	.....
173	Home for Destitute Children	Burlington, Vt	1865	1865	Mrs. Laura A. Hickok, president	Non-sect.	.....	.....	340
174	Providence Orphan Asylum	Burlington, Vt	1866	1854	Sister Mary Magdalen	R. C	0	13	797
175	Jackson Orphan Asylum	Norfolk, Va	1856	1859	Mrs. M. Smith	P. Epis	....	1	38
176	Norfolk Female Orphan Asylum	Norfolk, Va	1816	1804	Mrs. Mary F. Mallory	Non-sect.	....	3	310
177	St. Paul's Church Home	Petersburg, Va	1874	1875	Sister Anna	P. Epis	....	1	10
178	Friends' Asylum for Colored Orphans	Richmond, Va	1872	1867	Mrs. Cora A. Gray	Friends	0	3	443
179	St. Joseph's Orphan Asylum	Richmond, Va	1868	1834	Sister Mariana	R. C	....	13	.....
180	St. Paul's Church Home	Richmond, Va	1861	1858	Rev. Charles Minnigerode, D. D., rector	P. Epis	....	3	100
181	St. Vincent's Orphan Asylum	Wheeling, W. Va	1850	.....	Sisters of St. Joseph	R. C	0	5	.....
182	Milwaukee Orphan Asylum	Milwaukee, Wis	1851	1850	Miss Maria P. Mason, matron	Non-sect.	....	6	911
183	St. Rose's Orphan Asylum	Milwaukee, Wis	1851	1848	Sister Camilla	R. C	....	10	960
184	St. Æmilianus' Orphan Asylum	St. Francis' Station, Wis	1850	1846	Rev. C. Wapelhorst	R. C	3	13	575
185	Home for Destitute Colored Women and Children	Washington, D. C	1863	1863	Miss Eliza Heacock	Non-sect.	....	4	716
186	St. John's Home for Children	Washington, D. C	1870	1867	Sister Sarah, (in charge)	P. Epis	.....	.....	.....
187	St. Joseph's Male Orphan Asylum	Washington, D. C	1855	.....	Sisters of the Holy Cross	R. C	.....	13	630
188	Cherokee Orphan Asylum	Cherokee Nation, Ind. Ter	1871	1872	Rev. Walter A. Duncan	Non-sect.	4	6	230

TABLE XXI.—PART 1.—*Statistics of orphan asylums, &c.*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Church Home for Orphans	Under 10				
2	Protestant Orphan Asylum	Under 14		Voluntary contributions	Household industries	Indenture or adoption.
3	Orphans' Home of the Synod of Alabama	3–14	Orphanage and destitution.	Voluntary contributions	Sock machine knitting and printing.	Placed in families.
4	Roman Catholic Female Orphan Asylum	6–14	Homeless and abandoned by parents, good character and health.	Appropriations and contributions and earnings of the Sisters.	Needlework and domestic economy.	Homes secured in private families.
5	St. Vincent's Male Orphan Asylum*	6 yrs. or over	Orphanage	Legislative appropriations, donations, &c.	Gardening, farming, waitering, and milking.	Adopted, or sent to trades or to farms.
6	Good Templars' Home for Orphan Children	Under 14	Good physical condition.	By Good Templars of California	Domestic duties, printing, and telegraphy.	Homes are provided.
7	Bridgeport Protestant Orphan Asylum	Over 3	Destitution	Contributions	Household duties	Outfit in clothing and $50.
8	Hartford Orphan Asylum	3–12		Endowment, appropriations, and contributions.	Housework	
9	St. Catharine's Orphan Asylum	3–12		Charity	Domestic duties	Adoption or labor for board.
10	St. James' Asylum	3–14		Collections from parishioners		
11	New Haven Orphan Asylum	2–10	Orphanage or destitution.	Contributions, city appropriations, and endowment.	Sewing and housework	
12	Orphans' Home	5–10		Contributions and home farm	Field and housework	Returned to relatives.
13	Orphans' Home of South Georgia Conference.	3–15		Voluntary contributions	Farming and domestic work.	Placed in good homes.
14	Female Orphan Asylum*	Under 8		Donations and annual subscriptions.	Needlework, 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.
15	Union Society, or Bethesda Orphan Home	5–14		Contributions	Farming	Employment is found for them.
16	Chicago Protestant Orphan Asylum	2–10	Orphanage and destitution.	Public charity		Placed in good homes.
17	St. Joseph's Orphan Asylum	3–12		Public charity		
18	Uhlich Orphan Asylum		Need of aid	Rents, donations, &c	Housework	Good homes are provided.

19	Asylum for Colored Friendless Children*	Under 14		By city and county			Placed in Christian families.
20	Indianapolis Orphans' Asylum	Under 12		County appropriations and public charity.	Household duties		Adopted or indentured in Christian families.
21	St. Joseph's Male Orphan Asylum		Destitute children of any age.	Contributions, donations, and church collections.	Shoemaking, tailoring, farming.		Placed in good families, to receive wages.
22	St. Joseph's Asylum and Manual Labor School.	Under 21	Destitution	Church collections and donations	Farming, culinary and house work.		Placed in good homes.
23	St. Vincent's Male Orphan Asylum	Under 12	do	Donations, annual collections, and produce of farm.	Farming and general housework.		Usually placed with farmers.
24	German and English Asylum for Orphans and Destitute Children.	2–12		Contributions and produce of farm	Needlework of all kinds		Boys learn trades or work out in good places.
25	St. Thomas Orphan Asylum	3 and over		Collections, fairs, &c	Farming		Placed with farmers.
26	House of the Angel Guardian	3–15		Industry and charitable contributions.	Sewing, embroidery, knitting, lace-making, and housework.		A change of dress.
27	Baptist Orphans' Home*	Boys under 7; girls under 12.	Destitution	Voluntary contributions	Kitchen and laundry work, cutting, fitting, and sewing.		Legal adoption in good families or apprenticeship to good trades.
28	German Baptist Bethesda	Over 2		Voluntary contributions			
29	German Protestant Orphan Asylum	Under 12	German orphans needing assistance.	Contributions	Sewing, knitting, and other handwork.		Boys are apprenticed to trades; girls placed in good families.
30	Orphanage of the Good Shepherd	6–18		Voluntary contributions	Printing		
31	Kentucky Female Orphan School	14 or over	Orphanage, and freedom from disease.	Endowment and board of pupils			Returned to guardians or relatives.
32	Orphans' Home *a*	1–15		Proceeds of sugar plantation and contributions.			
33	Home for Jewish Widows and Orphans		Jewish parentage and orphanage.	Members' dues, contributions, and city appropriations.	Carpentry, sewing, and housework.		Placed in families, at trades, or in business.
34	Mount Carmel	6–13		Contributions	Housework		
35	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.
36	The Protestant Orphans' Home	Under 14		Appropriations and contributions			
37	Female Orphan Asylum of Portland		Destitution and generally a bond of surrendry.	Endowment and subscriptions	Plain sewing and general housework.		Adopted or indentured.
38	Baltimore Orphan Asylum*	2–9		Subscriptions and donations	Sewing and housework		
39	General German Orphan Asylum	Under 10	Sound mind and freedom from contagious disease.	Voluntary contributions	None		Placed at trades, in business, or in homes.
40	Hebrew Orphan Asylum of Baltimore	Under 15		By members of H. O. A. Association	Sewing		Placed in business.
41	Kelso Orphan Home	3–10		Endowment	Domestic work		Placed in homes.
42	St. Anthony's Orphan Asylum	2–12		Charitable contributions	Dressmaking, knitting, fancy needle work, and housework.		Homes or situations are provided.

* From Report of the Commissioner of Education for 1875.

a Buildings undergoing repairs.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
43	St. Mary's Female Orphan Asylum	3-12	Orphanage	Contributions	Housework and sewing	Sent to House of Industry.
44	St. Peter's Asylum for Female Children	4-9	Destitution	Subscriptions and donations	Plain sewing and housework.	Homes are provided.
45	St. Vincent's Male Orphan Asylum	5-12		Subscriptions and pay of half-boarders.	None	None.
46	Shelter for Colored Orphans*a*	4-12	Orphanage	Endowment	Sewing and housework	Indentured under supervision of the managers.
47	Boston Female Orphan Asylum*	3-10	Destitution	Endowment	Housework, sewing, and knitting.	At the age of eighteen $50 are paid to each.
48	House of the Angel Guardian	7-15	Residence in the diocese or payment of pension.	Payment for pupils, donations, concerts, and exhibitions.	Baking and tailoring	Adopted into families or returned to guardians.
49	St. Vincent's Orphan Asylum	4-12		Annual church collections, donations, and legacies.	Housework	
50	Protectory of Mary Immaculate	1½ and over	Orphanage and destitution.	Needle work, fairs, and contributions.	Sewing and housework	Placed in homes or returned to relatives.
51	City Orphan Asylum	1½-12		Donations and earnings of the Sisters.	Sewing and housework	Returned to relatives or placed at trades.
52	Seamen's Orphan and Children's Friend Society.	3 or over	Protestant parentage	Endowment and annual subscriptions.	Housework	
53	Church Home for Orphan and Destitute Children.	4-8	Freedom from disease.	Subscriptions and donations	Housework, sewing, &c	Suitable homes are provided.
54	Springfield Children's Home	Under 8		Contributions	Sewing and housework	Placed in homes.
55	Orphan's Home	2-10	Homelessness	Voluntary contributions	Housework	Adopted or placed in homes.
56	Ladies' Protestant Orphan Asylum	1½-12	Poverty	Annual subscriptions, church collections, &c.	None	Adopted, indentured, or returned to friends.
57	St. Anthony's Male Orphan Asylum	5-12	Destitution	Charitable contributions and produce of farm.		Adopted or returned to parents.
58	St. Vincent's Orphan Asylum	3-11		Voluntary contributions	Fine sewing, flower making, and housework.	
59	D'Evereux Hall	3-12		Contributions and labor of inmates	Vegetable gardening and farming.	Placed in good families.
60	Evangelical Lutheran Orphan Home	½-16		Donations	Farming, housework, sewing, and knitting.	

61	Episcopal Orphans' Home	Under 10	Orphanage and destitution.	Annual contributions from Episcopal churches.	Household industries	Boys are indentured to trades at 12 years of age, and homes are provided for others.
62	German St. Vincent Orphan Asylum	1–10		Contributions	Sewing and housework	Placed at trades or in good families until majority.
63	Home of the Good Shepherd	Over 2	Destitution	Manual labor and contributions	Sewing, embroidery, fancy work, dressmaking, and laundry work.	
64	St. Bridget's Female Half-Orphan Asylum	4–12		Contributions	Housework and sewing	Placed at trades or adopted into good families.
65	St. Mary's Orphan Asylum	Under 14	Destitution	Donations	Plain sewing and domestic economy.	Transferred to Industrial School and taught trades.
66	Southern Methodist Orphan Home	Under 16		Public charity		Homes are provided.
67	St. Louis Protestant Orphan Asylum	Under 10	Destitution	Endowment and contributions	Sewing and farming	Placed in homes or adopted.
68	State Orphans' Home	Under 14	Destitution and freedom from contagious disease.	State appropriations	Farming	Indentured, adopted, or returned to relatives.
69	New Hampshire Orphans' Home	3–14		Voluntary contributions and endowment.	Sewing, housework, and farming.	Adopted or placed in families.
70	Children's Friend Society	4–10		Contributions	None	Indentured.
71	Newark Orphan Asylum	2–10		Endowment, appropriations, and contributions.	Sewing, knitting, painting, engraving, carpentry, printing, &c.	Placed in homes in families.
72	St. Peter's Asylum	2 and over		Contributions and board of half-orphans.		Boys placed at trades at 14 years of age.
73	Orange Orphan Home	2–12	Orphanage	Voluntary contributions		Adopted, placed in homes or at trades.
74	Paterson Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.	3–10	Orphanage or destitution.	Subscriptions and donations	Housework, sewing, and gardening.	Placed in homes and at trades.
75	St. Mary's Orphan Asylum	2–14		Collections, donations, and produce of farm.	Farming and trades	
76	St. Vincent's Male Orphan Asylum	6–12	Orphanage or destitution.	Appropriations and contributions.	Farming and tailoring	None.
77	Cayuga Asylum for Destitute Children	2–12		County appropriations and donations.	Sewing, housework, and gardening.	Placed on farms or at trades.
78	Davenport Female Orphan Institute	5–9		Endowment	Domestic duties and needle work.	Places as teachers or servants.
79	Brooklyn Howard Colored Orphan Asylum	2–10		Donations and contributions	Household industries	$20 placed in bank every year when indentured.
80	Orphan Asylum Society of the City of Brooklyn.	3–12	Orphanage, destitution, and homelessness.	Contributions, appropriations by board of education, and excise license fees.	Sewing and housework	Indentured at trades or on farms.
81	Orphans' Home, (Church of the Holy Trinity)			Voluntary contributions	Sewing	Placed in homes.

* From Report of the Commissioner of Education for 1875.

a The asylum is sustained by a yearly allowance of $3,000 from the trustees of the Johns Hopkins Hospital.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
82	Orphans' Home on the Church Charity Foundation.	4–10	Absolute control to be given to the institution.	Endowment, donations, and church collections.	Printing, sewing, basket making, and housework.	Returned to friends.
83	Roman Catholic Orphan Asylum, (female).	4–16	.....	Contributions, bequests, &c	Sewing, &c	Transferred to Industrial School.
84	Roman Catholic Orphan Asylum, (male) ..	4–16	.....	Contributions, bequests, &c	Use of the sewing machine	Placed in suitable situations.
85	Buffalo Orphan Asylum.....	2–12	Destitution and orphanage.	Church contributions.....	Sewing and knitting.....	Adopted or indentured.
86	Church Charity Foundation, (The).....	.....	.....	Voluntary contributions.....	.....	Suitable homes or places of business are provided.
87	Evangelical Lutheran St. John's Orphan Home.	2–12	.....	Appropriations, contributions, and produce of farm.	Housework, sewing, knitting, and farming.	They have a permanent home in the institution, to which they may return when sick or out of employment.
88	Roman Catholic Orphan Asylum, (German)*	.....	Orphanage and destitution.	Charity of Catholics (German) of Buffalo and county.	Sewing, knitting, &c	Placed in good families.
89	St. Vincent's Female Orphan Asylum.....	5–20	.....	In part by appropriations from Erie County.	Dress making, plain sewing, and fancy needle work.	Adopted or enabled to support themselves.
90	Ontario Orphan Asylum*	Under 12....	.....	Charity	.....	
91	St. Mary's Orphan Asylum.....	3–15	.....	Voluntary contributions	Housework and sewing ...	Returned to friends or adopted.
92	St. Mary's Orphan Asylum.....	3–15	.....	By the church and contributions.	Housework and sewing ...	
93	Orphan House of the Holy Saviour.....	Boys, 3–7; girls, 3–12.	Orphanage and destitution.	Contributions and board of children	Laundry and housework, sewing, gardening, and farming.	Placed in homes or in situations to support themselves.
94	St. Mary's Orphan Asylum and School	.....	Destitution or need of reformation.	Board of education, contributions, and sewing.	Housework and sewing...	Returned to relatives or placed in good homes.
95	Southern Tier Orphans' Home	.....	.....	Charity and board of pauper children from county.	.....	Placed in families or adopted.
96	Hudson Orphan and Relief Association ...	Under 14....	.....	Endowment, appropriations, and contributions.	None	Indentured.
97	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	6–10	.....	Benevolent contributions	Housework, farming, gardening, and printing.	Indentured.

98	Asylum of St. Vincent de Paul	.....	.....	Contributions, collections, and board of children.	.....	
99	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.
100	Colored Orphan Asylum	2–10	Must be colored orphans or destitute children of the State of New York.	Endowment, appropriations, contributions, &c.	Housework, sewing, and gardening.	Indentured or returned to friends.
101	Hebrew Orphan Asylum	.....	Orphanage and sound mind and body.	Appropriations, members' dues, donations, &c.	Printing and shoemaking	Receive funds and are provided with employment.
102	Leake and Watts Orphan House	3–12	Must be healthy and intelligent.	Endowment	None	Indentured or surrendered.
103	New York Roman Catholic Orphan Asylum.	5–9	.....	Charitable contributions	Sewing	Placed at service or returned to friends.
104	Orphan Asylum Society of the City of New York.	Under 10	Destitution	Endowment and contributions	None	Homes are provided in private families.
105	Orphans' Home and Asylum	3–8	Orphanage	Voluntary contributions	Housework and sewing	They belong to the institution until of age, and if placed out their employers clothe and instruct them and pay them $12.50 per year, which is placed in bank to their credit.
106	Roman Catholic Orphan Asylum	4–9	.....	Charitable contributions	.....	Some are placed at service and some withdrawn.
107	St. Joseph's Asylum in the City of New York.	3–13	Orphanage or destitution. Preference given to children of German origin.	Endowment, city appropriations, and donations.	Knitting and sewing	At 14 years of age returned to relatives or indentured.
108	St. Patrick's Female Orphan Asylum	4–9	.....	Charitable contributions	Sewing	Adopted, sent to service, or returned to relatives.
109	St. Stephen's Home for Children	3–10	Must be in need of a home.	Contributions	Housework and machine sewing.	Placed in families or in higher schools.
110	The Society for the Relief of Half-Orphan and Destitute Children.	4–10	Half-orphans or destitute.	Voluntary contributions and board of inmates who are able to pay $3 per month.	Sewing	Returned to friends or placed in situations.
111	Poughkeepsie Orphan House and Home for the Friendless.	2–12	Good health and destitution.	Donations	Sewing, basket-making, and shoemaking.	Indentured or adopted into families.
112	Rochester Orphan Asylum	Under 12	Orphanage or destitution.	$1 per week for pauper children from city or county, and contributions.	Housework and sewing	Adopted into Christian families.
113	St. Joseph's German Roman Catholic Orphan Asylum.	Under 10	.....	Appropriations and charity	Knitting, sewing, &c	Placed in good families.
114	St. Mary's Male Orphan Asylum	3–14	.....	Donations and contributions	Farming and gardening	Adopted or returned to friends.

* From Report of the Commissioner of Education for 1875.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
115	St. Patrick's Female Orphan Asylum	1–14		Donations and contributions	Sewing, housework, &c.	Adopted or returned to friends.
116	Onondaga County Orphan Asylum	2–14		Endowment and appropriations	Dressmaking, machine sewing, and trades.	Returned to friends or placed in homes.
117	St. Vincent de Paul's Orphan Asylum	2–	Orphanage	Collections and contributions	Sewing, knitting, and domestic economy.	Placed in homes or situations.
118	St. Vincent's Female Orphan Asylum	2–12	Orphanage or destitution.	Appropriations and contributions.	Hand and machine sewing, dressmaking, house and laundry work.	Placed in good families.
119	Troy Catholic Male Orphan Asylum	3–12		Appropriations and contributions.	Farming, gardening, and tailoring.	Homes in families well recommended.
120	Troy Orphan Asylum	3–10	Freedom from infectious disease and entire surrender to the institution.	Appropriations and contributions	None	Returned to friends, adopted, or indentured with families in the country.
121	House of the Good Shepherd	Under 14	Destitution	Contributions		Adopted, returned to friends, or placed at trades or housework.
122	Utica Orphan Asylum	Boys, 2–10; girls, 2–14.	Orphanage and destitution.	Endowment, donations, pay for county children, &c.	None	Adopted or placed at service.
123	Thomas Asylum for Orphan and Destitute Indian Children.	Under 16		State of New York and the United States Indian Office.	Farming, broom making, sewing, and housework.	
124	Society for the Relief of Destitute Children of Seamen.	2–10		Contributions, donations, &c	Gardening, sewing, and housework.	Returned to friends, placed in homes, or adopted.
125	Orphan Asylum	6–12	Must be poor and promising.	Voluntary contributions	House and garden work	Adopted or taught trades.
126	German Methodist Orphan Asylum	Boys under 14.	Health and intelligence, and legal surrender to the institution until majority.	Contributions, produce of farm, and boarders.	Farming, gardening, housework, fancy work, &c.	Indentured to trades or farming.
127	Cincinnati Orphan Asylum	Under 13	None except necessity	Endowment, contributions, annual subscriptions, &c.	Housework, sewing, and knitting.	Permanent homes in families pledged to give some education, together with certain clothing and $200 in money when the child reaches maturity.

128	German General Protestant Orphan Asylum.	.....	None	Members' dues, festivals, and donations.	Knitting, sewing, and housework and hackling.	Indentured until 18 years of age.
129	Cleveland Protestant Orphan Asylum*....	Under 10....	.....	Endowment and contributions....	.....	.....
130	Orphan Asylum, I. O. B. B.....	4–12	Orphanage, poverty, and sound mind and body.	Contributions from lodges and donations.	Shoemaking, gardening, housework, sewing, and embroidery.	Placed at trades or prepared for professions.
131	St. Mary's Orphan Asylum.....	6–11	.....	Industry of inmates and annual fair	Sewing and housework ...	.....
132	Montgomery County Children's Home....	Under 14....	Residence in the county for 1 year.	County tax	Farming and housework..	Boys placed in families are to receive $100 and a new suit of clothes; girls placed in families are to receive $50 and a new suit of clothes.
133	Ebenezer Orphan Institute	2–10	Poverty and orphanage	Endowment, contributions, and produce of farm.	Husbandry and domestic economy.	Assisted in finding good homes.
134	Children's Home for Butler County.....	2–14	.....	Voluntary contributions	.....	Security by bond for a good common school education and $150 to $200 when of age.
135	Children's Home of Ironton	Under 16....	Destitution	Voluntary contributions	None	.....
136	Washington County Children's Home.....	Under 16....	Indigence and residence in the county.	County tax	Housework, farming, and gardening.	Indentured or adopted.
137	Home for Friendless Children	2–16	.....	Contributions.....	.....	Good homes are provided.
138	Citizen Hospital and Orphan Asylum.....	Under 18....	.....	Donations and labor of inmates...	Farming and housework..	Placed in homes.
139	German Evangelical Lutheran Orphan Asylum.	2 and over...	Helpless orphanage; or, if able, payment of from $2 to $6 per month for board.	Contributions of orphan society, donations, and produce of farm.	.....	Taught trades or put to service.
140	Protestant Orphans' Home.....	.....	.....	Contributions.....	General housework	Adopted.
141	St. Vincent's Orphan Asylum	Boys, 1½–11; girls, 1½– .	.....	Contributions, annual collections, and industry.	Domestic economy, sewing, and fancy work.	Placed with farmers or mechanics, or returned to friends.
142	McIntire Children's Home.....	3–11	Good health.....	Appropriations from Jno. McIntire estate and contributions.	Gardening, housework, &c.	Efforts are made to obtain good homes.
143	St. Joseph's Asylum	Under 12....	.....	Benevolent societies and collections	Needlework and cooking..	.....
144	Orphans' Home of the Evangelical Lutheran Church.	1 yr. and over	Orphanage and destitution.	Contributions.....	Chair caning, shoe mending, and sewing.	Indentured.
145	Home for Friendless Children of the City and County of Lancaster.	.....	Friendlessness.....	Annual appropriation from county	.....	.....
146	Emau's Orphan House	5–12	Destitution and good health.	Endowment.....	Domestic economy and horticulture.	Places are procured for them.
147	Bethesda Children's Christian Home.....	2–4	.....	Voluntary contributions	Housework and sewing...	Provided with good homes.
148	Burd Orphan Asylum of St. Stephen's Church.	4–8	Fatherless, baptized in the P. E. Church, and of legitimate birth.	Endowment	Sewing, housework, and cooking.	Outfit in clothing and $50.
149	Church Home for Children.....	Boys, 3–6; girls, 3–9.	.....	Voluntary contributions	Sewing and housework ...	Placed at service or to learn trades.

*From Report of the Commissioner of Education for 1875.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
150	Girard College for Orphans	6–10	Must be poor white male orphans, (fatherless.)	Endowment	None	Indentured to learn trades until 21 years of age.
151	Home for Destitute Colored Children	3–12	Must be destitute colored children.	Voluntary contributions	Housework	Indentured in good homes until 18 years of age.
152	Jewish Foster Home and Orphan Asylum	4 years		Members' dues, endowment, and donations.	Housework, sewing, and knitting.	Indentured to learn trades.
153	Northern Home for Friendless Children	Under 12	Must be white children	Voluntary charity and occasional State appropriations.	None	Indentured in private families.
154	Philadelphia Orphan Asylum	Boys, 1–6; girls, 1–8.	Orphanage and legitimate birth.	Endowment	Sewing, knitting, and housework.	Indentured.
155	Southern Home for Destitute Children	Under 13		Voluntary contributions		Indentured until of age.
156	"The Shelter" for Colored Orphans	1½–8	Orphanage	Endowment and contributions		Indentured: boys, until 19; girls, until 18 years of age.
157	Union Temporary Home for Children	Boys, 4–8; girls, 3–11.	Payment of board and freedom from incurable disease.	Contributions and payment of board.		Returned to parents or adopted.
158	Western Provident Society and Children's Home.	4–10	Orphanage or poverty	Voluntary contributions	Sewing and housework	Placed at trades or in homes in the country.
159	St. Paul's Roman Catholic Orphan Asylum	2 or over		Voluntary contributions	Machine and hand sewing, knitting, and housework.	Indentured to Catholic families.
160	St. Catharine's Female Orphan Asylum	2–10	Indigence and freedom from contagious disease.	Voluntary contributions	Sewing, washing, and cooking.	
161	Orphans' Home of Evangelical Lutheran Church.	Under 10	Must be whole orphans	Voluntary contributions	Housework and gardening.	Assisted in procuring good homes.
162	Bethany Orphan Home	4–14		Contributions	Gardening, farming, and shoemaking.	Indentured to trades.
163	Children's Home of Borough and County of York.	Under 12		Donations, endowment, and State appropriations.	Machine and hand sewing, and housework.	Indentured until 18 years of age.
164	Orphans' Farm School	Under 10	Must be entire orphans	Contributions	Farming, gardening, &c	Taught trades.
165	Providence Association for the Benefit of Colored Children.	3 years		Endowment and contributions	Housework and sewing	Placed in families until of age.
166	Hebrew Orphan Society		None	Contributions	None	None.

167	Thornwell Orphanage	5-13	Orphanage and poverty	Endowment, contributions, and labor of inmates.	Housework, printing, farming, and bracket sawing.	Returned to friends or provided with situations.
168	State Orphan Asylum			State appropriations	Sewing, housework, and gardening.	None.
169	Carolina Orphan Home	Under 10		Voluntary contributions	Gardening	
170	Leath Orphan Asylum	3-12		Contributions	Housework and farming	Provided with homes in families.
171	St. Peter's Orphan Asylum		Orphanage	Voluntary contributions		
172	Nashville Protestant Orphan Asylum			Contributions and appropriations from county court.	Sewing and knitting	Good homes.
173	Home for Destitute Children	Under 12	Orphanage or incompetency of parents.	Voluntary contributions	Housework	An oversight of all provided with homes until they reach the age of 18 years.
174	Providence Orphan Asylum	2-12	Orphanage and destitution and good moral character.	Contributions and donations	Hand and machine sewing, knitting, laundry and housework, and gardening.	Returned to guardians or placed in good Catholic families during minority.
175	Jackson Orphan Asylum			Voluntary charity	Sewing, cutting, fitting, and knitting.	Indentured to reliable persons.
176	Norfolk Female Orphan Asylum	Under 12	Orphanage	Appropriations and contributions	Cooking, laundry work, and sewing.	Comfortable homes are provided.
177	St. Paul's Church Home	Under 18	Orphanage	Contributions	Cooking, washing, sewing, and general housework.	
178	Friends' Asylum for Colored Orphans	Under 10		Appropriations and contributions	Domestic duties	Indentured.
179	St. Joseph's Orphan Asylum	4-12		Charity and proceeds of academy	Housework and needlework.	
180	St. Paul's Church Home	Under 10	Surrender to the "Home" until 18 years of age.	Contributions, city appropriations, and endowment.	Housework, sewing, and laundry work.	
181	St. Vincent's Orphan Asylum	2 years and over.		Donations	Sewing and general housework.	Homes are provided in respectable families.
182	Milwaukee Orphan Asylum	Boys, 2-10; girls, 2-12.	Orphanage and destitution.	Contributions and occasional State appropriations.	None	Returned to friends or adopted.
183	St. Rose's Orphan Asylum		Homelessness	Charitable contributions	Cooking, laundry work, and sewing.	Placed in good families, at trades, or adopted.
184	St. Æmilianus' Orphan Asylum	Under 12	Orphanage	Contributions		
185	Home for Destitute Colored Women and Children.	3-12	Destitution	Appropriations, contributions, and members' dues.	Straw-braiding, sewing, and housework.	Homes are secured.
186	St. John's Home for Children	Under 12	Freedom from contagious disease.	Voluntary contributions	Sewing, housework, &c	Adopted or provided with homes.
187	St. Joseph's Male Orphan Asylum	5-12		Voluntary contributions		
188	Cherokee Orphan Asylum	8-12	Must be destitute of both parents.	Funds of the Cherokee Nation	Agriculture	None.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Church Home for Orphans	.....	.....	$1,112	1	37	38	0	38	0	38	.....	.....	35	35	35	.....	3	.....	.....	.....
2	Protestant Orphan Asylum	$6,500	$4,500	4,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....
3	Orphans' Home of the Synod of Alabama	0	4,000	4,000	16	20	36	0	36	0	25	11	0	36	36	36	0	0	150	.....	.....
4	Roman Catholic Female Orphan Asylum	8,640	a32,590	a32,550	0	263	263	0	.....	.....	81	155	.....	263	263	263	.....	.....	863	.....	.....
5	St. Vincent's Male Orphan Asylum*	0	22,000	25,000	280	0	276	4	.....	.....	115	129	.....	200	200	175	.....	.....	.....	.....	.....
6	Good Templars' Home for Orphan Children	.....	10,000	10,000	52	21	73	0	44	29	18	54	1	60	40	36	36	60	250	72	.....
7	Bridgeport Protestant Orphan Asylum	0	2,559	2,650	16	9	25	0	12	13	4	21	0	23	18	18	10	25	.....	.....	.....
8	Hartford Orphan Asylum	100,000	12,000	10,000	50	28	66	2	28	40	12	(56)		66	36	33	24	56	150	60	.....
9	St. Catharine's Orphan Asylum	0	6,500	6,500	.....	33	33	0	.....	.....	.....	.....	0	.....	.....	.....	0	0	.....	0	.....
10	St. James' Asylum	.....	.....	.....	59	0	59	0	40	19	36	13	.....	59	45	27	10	.....	.....	.....	.....
11	New Haven Orphan Asylum	80,000	20,000	16,468	82	62	.....	.....	.....	.....	30	50	0	114	114	80	114	114	1,000	25	.....
12	Orphans' Home	b15,000	3,000	.....	12	9	21	0	21	.....	12	9	.....	19	10	16	.....	.....	150	0	.....
13	Orphans' Home of South Georgia Conference	0	5,000	3,000	9	4	13	0	12	1	8	5	.....	12	10	7	.....	.....	250	100	.....
14	Female Orphan Asylum*	4,789	.....	4,500	0	40	40	0	.....	.....	20	20	0	.....	.....	.....	.....	.....	.....	.....	.....
15	Union Society, or Bethesda Orphan Home	b100,000	6,500	6,500	47	0	47	0	45	2	10	37	.....	45	39	44	.....	.....	.....	.....	.....
16	Chicago Protestant Orphan Asylum	.....	.....	9,891	(130)		128	2	80	50	25	.....	2	80	60	60	.....	.....	.....	.....	.....
17	St. Joseph's Orphan Asylum	.....	.....	.....	100	100	200	0	.....	.....	150	50	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Uhlich Orphan Asylum	0	4,500	4,500	22	10	32	0	0	32	7	25	.....	32	32	32	32	32	.....	.....	.....
19	Asylum for Colored Friendless Children*	.....	3,590	3,284	36	12	0	48	48	0	8	34	3	30	30	15	.....	.....	.....	.....	.....
20	Indianapolis Orphans' Asylum	0	.....	.....	49	27	76	0	.....	.....	.....	.....	7	40	40	30	40	40	.....	.....	.....
21	St. Joseph's Male Orphan Asylum	0	6,000	6,000	62	0	62	0	35	27	37	35	.....	50	35	35	10	.....	0	.....	.....
22	St. Joseph's Asylum and Manual Labor School	0	6,000	6,000	49	52	101	0	90	81	40	61	.....	75	50	50	12	.....	120	14	.....
23	St. Vincent's Male Orphan Asylum	0	4,000	4,000	127	.....	127	.....	25	102	40	87	0	115	115	115	.....	25	100	.....	.....
24	German and English Asylum for Orphans and Destitute Children.	.....	2,000	1,900	12	13	24	1	25	.....	12	13	.....	22	18	20	.....	25	50	.....	.....
25	St. Thomas Orphan Asylum	.....	.....	.....	84	0	84	0	21	63	10	74	.....	47	43	31	.....	.....	.....	.....	0
26	House of the Angel Guardian	0	.....	.....	0	58	58	0	52	6	16	32	0	52	52	52	0	0	.....	.....	.....
27	Baptist Orphans' Home*	15,000	.....	6,000	16	34	50	0	50	0	18	32	.....	31	36	36	.....	31	840	.....	.....
28	German Baptist Bethesda	0	1,339	1,345	13	12	25	0	.....	.....	3	22	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	German Protestant Orphan Asylum	0	6,009	5,537	28	39	67	0	1	66	34	33	0	56	56	56	20	60	125	.....	0

30	Orphanage of the Good Shepherd	.....	5,432	4,399	39	....	39	....	32	7	14	25	.....	31	25	25	....	31	500	50
31	Kentucky Female Orphan School	.....	.....	.....	0	82	82	....	....	....	....	....	.....	....	....	....	....	82	100	.....
32	Orphans' Home *c*	.....	.....	.....	(3)															
33	Home for Jewish Widows and Orphans	0	15,571	15,606	53	53	106	0	82	24	20	84	0	85	85	85	0	0	272	20
34	Mount Carmel	.....	.....	.....	....	101	101	0	....	....	14	72	.....	50	60	60	....	....	.....	.....
35	St. Alphonsus' Orphan Asylum*	0	.....	.....	20	37	57	0	....	....	28	29	0	50	41	41	....	....	.....	.....
36	The Protestant Orphans' Home	.....	.....	.....	52	54	106	0	....	....	27	78	1	69	60	60	....	....	.....	.....
37	Female Orphan Asylum of Portland	32,000	3,821	3,821	....	34	.....	....	28	6	10	21	.....	18	10	10	....	....	.....	.....
38	Baltimore Orphan Asylum*	.....	.....	.....	62	54	.....	....	....	....	....	....	.....	....	....	....	....	....	.....	.....
39	General German Orphan Asylum	0	6,000	5,500	56	32	88	0	35	53	47	41	0	64	64	64	64	64	250	50
40	Hebrew Orphan Asylum of Baltimore	.....	5,000	7,500	14	20	.....	....	3	7	3	29	.....	30	27	19	3	1	.....	.....
41	Kelso Orphan Home	60,000	.....	6,000	0	22	22	0	22	0	6	15	1	....	....	....	....	....	.....	.....
42	St. Anthony's Orphan Asylum	.....	7,640	7,520	104	96	200	0	4	145	90	110	.....	130	100	100	10	30	525	5
43	St. Mary's Female Orphan Asylum	1,666	7,900	9,566	....	120	120	....	115	5	85	10	25	100	80	80	....	....	300	.....
44	St. Peter's Asylum for Female Children	.....	1,286	*d*1,335	....	30	30	0	....	....	8	21	.....	....	....	....	....	....	115	.....
45	St. Vincent's Male Orphan Asylum	0	4,896	4,885	52	0	52	0	50	2	34	18	0	48	46	46	0	45	408	0
46	Shelter for Colored Orphans *e*	50,000	3,000	3,000	17	20	0	37	37	0	10	27	0	18	12	12	0	0	0	.....
47	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	.....
48	House of the Angel Guardian	0	19,337	21,145	189	0	189	0	115	74	42	61	.....	189	189	189	....	35	.....	0
49	St. Vincent's Orphan Asylum	.....	9,540	12,108	....	200	198	2	....	....	64	106	.....	155	140	140	....	1	.....	.....
50	Protectory of Mary Immaculate	.....	.....	.....	35	69	104	0	50	54	20	50	4	48	30	20	0	0	.....	.....
51	City Orphan Asylum	.....	.....	5,500	28	62	90	....	3	87	24	36	3	45	32	45	....	....	0	.....
52	Seamen's Orphan and Children's Friend Society	20,000	9,000	2,600	8	18	26	0	....	....	3	9	0	16	16	16	16	16	.....	.....
53	Church Home for Orphan and Destitute Children	28,665	11,000	10,240	50	50	100	0	90	10	25	70	0	....	....	....	....	....	300	50
54	Springfield Children's Home	18,000	5,000	6,000	21	20	40	1	35	6	8	22	0	28	....	....	....	....	.....	.....
55	Orphans' Home	12,000	4,120	3,947	31	12	43	0	43	0	12	24	.....	21	21	21	....	21	87	12
56	Ladies' Protestant Orphan Asylum	10,000	3,500	3,500	14	12	25	1	4	22	11	15	0	12	7	....	....	....	.....	.....
57	St. Anthony's Male Orphan Asylum	.....	4,000	6,000	80	....	80	....	20	60	63	17	.....	75	60	00	....	....	120	32
58	St. Vincent's Orphan Asylum	0	.....	.....	....	95	95	....	56	39	62	33	.....	95	95	95	....	95	300	.....
59	D'Evereux Hall	0	4,475	4,451	52	....	52	....	18	32	26	24	2	50	38	45	0	14	350	.....
60	Evangelical Lutheran Orphan Home	0	.....	4,800	48	24	72	0	....	....	18	34	5	47	47	47	18	3	.....	.....
61	Episcopal Orphans' Home	0	8,000	8,000	29	41	70	0	36	34	28	42	0	....	....	....	49	0	0	200	0
62	German St. Vincent Orphan Asylum	0	.....	.....	105	95	200	0	6	194	97	103	0	203	112	100	70	29	1,000	1,000
63	Home of the Good Shepherd	0	.....	.....	....	311	311	....	70	241	131	52	3	131	111	121	2	23	.....	.....
64	St. Bridget's Female Half Orphan Asylum	0	.....	.....	....	130	.....	....	....	....	30	100	.....	....	....	....	....	....	100	25
65	St. Mary's Orphan Asylum	0	.....	7,000	....	153	.....	....	47	95	142	....	.....	98	52	65	....	....	148	.....
66	Southern Methodist Orphan Home	5,000	.....	3,000	18	22	40	0	....	....	28	12	.....	....	....	....	....	....	.....	.....
67	St. Louis Protestant Orphan Asylum	.....	8,113	7,249	(89)		89	0	....	....	....	....	0	60	60	60	60	60	.....	.....
68	State Orphans' Home	.....	*f*26,000	*f*26,401	33	16	.....	....	....	....	16	33	.....	44	38	38	....	....	470	92
69	New Hampshire Orphans' Home	30,000	3,000	3,000	21	13	34	0	34	0	12	22	.....	25	12	25	....	27	425	50
70	Children's Friend Society	0	4,000	7,000	34	39	73	0	10	63	11	62	0	44	44	36	0	0	323	14
71	Newark Orphan Asylum	23,940	7,241	9,045	47	39	86	0	46	40	29	39	3	71	53	53	....	....	279	45
72	St. Peter's Asylum	0	.....	.....	50	30	80	0	70	10	58	22	0	....	....	....	....	....	0	.....
73	Orange Orphan Home	0	3,500	3,500	21	11	29	3	25	7	8	24	1	16	9	7	....	32	0	.....
74	Paterson Orphan Asylum Association for Orphans, Half Orphans, and Homeless Children.	5,300	3,670	3,236	35	20	55	0	19	36	7	46	2	41	38	20	0	55	400	0
75	St. Mary's Orphan Asylum	.....	12,600	13,553	(246)		.....	....	....	....	....	....	.....	....	....	....	....	....	.....	.....
76	St. Vincent's Male Orphan Asylum	0	10,298	10,176	117	0	117	0	27	90	35	82	.....	106	95	98	....	60	196	25
77	Cayuga Asylum for Destitute Children	19,000	5,088	5,088	60	25	79	6	85	0	8	65	0	58	17	30	4	68	100	0

From Report of the Commissioner of Education for 1875. *a* Average amount for one year. *b* In real estate. *c* Buildings undergoing repairs.
d For nine months. *e* The asylum is sustained by a yearly allowance of $3,000 from the trustees of the Johns Hopkins Hospital. *f* For two years.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Increase in the last school year.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
78	Davenport Female Orphan Institute	$155,850	$11,000	$10,000	0	49	49	0	44	5	2	47	0	49	40	40	20	1		200	30
79	Brooklyn Howard Colored Orphan Asylum	0	5,656	5,617	37	25	0	62	62	0	14	46	.....	44	23	20	0	0		147	163
80	Orphan Asylum Society of the City of Brooklyn	25,000	40,686	25,971	171	126	297	0	106	191	42	255	.....	270	136	136	.....	297		.....	.....
81	Orpans' Home, (Church of the Holy Trinity)	33,000	13,374	12,798	50	31	81	0	78	3	60	21	.....	70	70	70	.....	.....		.....	.....
82	Orphans' Home on the Church Charity Foundation	.....	.....	.....	40	35	75	0	.....	.....	23	52	.....	75	75	75	75	75		1,000	25
83	Roman Catholic Orphan Asylum, (female)	0	.....	.....	0	540	.....	.....	44	496	153	375	.....	418	418	418	.....	.....		100	.....
84	Roman Catholic Orphan Asylum, (male)	0	*a*80,000	*a*80,000	620	0	.....	.....	256	364	198	357	.....	499	449	583	64	50		392	0
85	Buffalo Orphan Asylum	31,339	8,000	8,500	50	23	72	1	58	15	17	37	0	.....	.....	.....	.....	.....		0	.....
86	Church Charity Foundation, (The)	.....	4,857	4,842	21	22	43	0	21	22	12	28	.....	30	10	19	20	.....		395	100
87	Evangelical Lutheran St. John's Orphan Home	0	25,501	22,116	41	38	79	0	6	60	45	21	.....	57	57	57	14	57		436	165
88	Roman Catholic Orphan Asylum, (German)*	0	3,000	3,000	45	40	85	0	.....	.....	12	73	0	59	59	59	0	59		.....	.....
89	St. Vincent's Female Orphan Asylum	.....	.....	.....	.....	120	120	.....	6	114	24	96	.....	100	70	70	.....	75		.....	.....
90	Ontario Orphan Asylum*	5,800	4,924	4,787	37	19	49	7	14	42	10	36	10	25	17	17	2	.....		.....	.....
91	St. Mary's Orphan Asylum	.....	1,875	.....	.....	17	.....	.....	.....	.....	3	14	.....	17	15	15	.....	3		.....	.....
92	St. Mary's Orphan Asylum	.....	.....	.....	.....	17	17	.....	.....	.....	17	.....	.....	.....	.....	.....	.....	.....		.....	.....
93	Orphan House of the Holy Saviour	1,500	4,309	3,130	11	24	31	4	34	1	10	20	1	31	15	31	0	31		100	25
94	St. Mary's Orphan Asylum and School	0	1,470	1,740	1	18	19	0	0	19	9	10	0	16	16	16	10	4		200	20
95	Southern Tier Orphans' Home	2,000	.....	.....	41	11	45	7	44	8	8	15	1	18	5	23	18	0		.....	.....
96	Hudson Orphan and Relief Association	54,850	6,519	6,386	39	27	66	0	40	26	12	40	3	.....	.....	.....	.....	.....		300	0
97	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	0	5,528	5,432	38	31	69	0	.....	69	60	9	0	69	69	69	69	69		600	100
98	Asylum of St. Vincent de Paul	.....	16,791	16,849	37	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
99	Children's Fold, (The)	.....	7,260	6,666	(*b*109)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
100	Colored Orphan Asylum	140,000	48,800	39,447	179	106	0	285	278	7	40	128	12	258	219	219	0	258		400	0
101	Hebrew Orphan Asylum	76,400	72,114	72,085	197	96	293	0	.....	.....	51	241	1	243	243	243	.....	.....		682	90
102	Lea kand Watts Orphan House	.....	.....	.....	79	59	138	0	30	108	138	.....	.....	137	137	137	0	0		1,055	300
103	New York Roman Catholic Orphan Asylum	.....	.....	.....	.....	223	222	1	50	173	111	112	.....	180	170	170	.....	.....		220	20
104	Orphan Asylum Society of the City of New York	250,000	25,000	34,000	132	67	199	0	60	139	84	115	.....	189	189	189	189	189		.....	.....
105	Orphans' Home and Asylum	.....	16,299	15,897	75	81	156	0	45	111	40	116	0	90	90	90	.....	143		400	0
106	Roman Catholic Orphan Asylum	.....	.....	.....	450	.....	450	.....	225	225	160	290	.....	450	400	400	.....	100		.....	.....

107	St. Joseph's Asylum in the City of New York	14,800	12,879	16,648	99	95	193	1	23	171	87	107	.....	173	173	173	....	173	0	.....	
108	St. Patrick's Female Orphan Asylum	.....	.....	.....	....	520	520	...	200	320	150	370	.....	400	550	450	....	10	200	.....	
109	St. Stephen's Home for Children	.....	7,750	7,750	66	70	136	0	42	94	84	52	.....	96	84	84	....	6	150	50	
110	The Society for the Relief of Half Orphan and Destitute Children.	.....	18,000	18,000	88	79	.....	...	19	72	5	102	.....	138	78	138	.....	.....	523	.....	
111	Poughkeepsie Orphan House and Home for the Friendless	38,200	7,351	5,776	49	13	62	0	..	.....	.....	.....	.....	45	50	24	....	62	.....	.....	
112	Rochester Orphan Asylum	5,000	7,932	7,892	65	29	90	4	46	48	10	58	9	74	74	64	50	74	754	75	
113	St. Joseph's German Roman Catholic Orphan Asylum	0	6,923	7,026	23	42	65	0	21	44	29	36	0	56	56	56	8	2	2,000	100	
114	St. Mary's Male Orphan Asylum	0	7,897	7,897	95	....	94	1	32	63	18	77	.....	89	54	65	....	..	200	0	
115	St. Patrick's Female Orphan Asylum	.....	5,462	5,462	....	79	78	1	5	74	12	67	.....	70	45	45	....	.....	.....	.....	
116	Onondaga County Orphan Asylum	.....	12,000	12,000	85	63	144	4	.....	.....	29	84	1	122	122	122	122	122	350	30	
117	St. Vincent de Paul's Orphan Asylum	0	10,506	15,741	....	133	133	0	12	121	28	105	0	109	109	109	109	109	280	10	
118	St. Vincent's Female Orphan Asylum	0	15,654	15,654	1	140	140	...	50	90	17	115	8	115	70	100	60	1	175	.....	
119	Troy Catholic Male Orphan Asylum	0	20,399	20,274	250	0	250	0	40	210	29	147	19	223	129	172	62	87	260	.....	
120	Troy Orphan Asylum	33,500	14,700	15,200	58	39	97	0	58	39	17	75	0	88	36	88	88	88	500	50	
121	House of the Good Shepherd	0	2,228	2,234	18	27	45	0	15	30	0	7	3	30	25	25	.....	.....	0	0	
122	Utica Orphan Asylum	141,000	12,350	12,199	(*b*175)		162	13	65	81	10	138	.....	102	82	43	.....	.....	567	0	
123	Thomas Asylum for Orphan and Destitute Indian Children	.....	9,972	8,969	51	46	.....	.....	97	.....	24	54	.....	80	75	70	.....	80	260	.....	
124	Society for the Relief of Destitute Children of Seamen	15,000	12,038	10,533	65	48	113	0	34	79	11	73	.....	100	90	69	....	113	300	.....	
125	Orphan Asylum	0	11,000	11,000	50	60	110	0	110	0	40	60	10	100	75	75	....	110	100	0	
126	German Methodist Orphan Asylum	0	8,353	7,766	32	21	53	0	0	53	22	31	0	43	43	43	0	43	300	0	
127	Cincinnati Orphan Asylum	*c*208,200	10,000	10,000	62	44	106	0	....	104	17	56	0	70	70	70	70	70	440	20	
128	German General Protestant Orphan Asylum	35,000	12,000	10,700	44	50	94	0	80	14	78	16	0	87	87	87	87	87	120	.....	
129	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	.....	
130	Orphan Asylum, I. O. B. B	80,000	35,139	29,853	134	82	216	0	.....	.....	45	171	6	216	198	198	110	112	500	50	
131	St. Mary's Orphan Asylum	.....	.....	.....	(182)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
132	Montgomery County Children's Home	.....	.....	1,000	78	25	103	0	75	28	3	50	50	76	28	25	.....	.....	.....	.....	
133	Ebenezer Orphan Institute	42,000	7,000	6,500	65	42	107	0	37	70	36	71	0	80	60	64	0	107	275	10	
134	Children's Home for Butler County	0	1,500	1,476	14	12	26	0	12	12	6	18	0	15	10	12	6	26	0	0	
135	Children's Home of Ironton	0	3,000	3,000	14	6	20	0	.....	.....	1	15	.....	.....	.....	.....	.....	.....	0	.....	
136	Washington County Children's Home	0	10,231	10,377	57	24	73	8	80	1	5	28	2	54	28	31	18	.....	.....	.....	
137	Home for Friendless Children	1,325	600	600	11	5	16	0	.....	.....	11	5	.....	6	.....	.....	.....	.....	.....	.....	
138	Citizen Hospital and Orphan Asylum	(*d*)	600	2,000	56	60	116	0	.....	.....	21	52	1	60	60	60	....	1	.....	.....	
139	German Evangelical Lutheran Orphan Asylum	0	2,200	2,400	26	14	40	0	29	11	26	13	1	36	36	24	.....	.....	80	.....	
140	Protestant Orphans' Home	0	.....	3,000	25	14	39	0	.....	.....	10	29	.....	.....	.....	.....	.....	.....	.....	.....	
141	St. Vincent's Orphan Asylum	0	.....	8,766	43	62	105	0	88	17	8	72	7	76	68	60	0	76	.....	.....	
142	McIntire's Children's Home	2,000	3,000	3,000	24	7	31	0	28	3	2	14	.....	23	23	22	0	31	100	20	
143	St. Joseph's Asylum	.....	7,500	7,500	48	50	98	....	20	78	50	48	.....	70	65	50	40	6	300	50	
144	Orphan's Home of the Evangelical Lutheran Church	13,450	6,170	5,107	52	26	78	0	12	66	41	37	0	72	72	52	0	78	300	0	
145	Home for Friendless Children of the City and County of Lancaster.	1,200	10,000	10,000	75	34	109	0	.....	.....	10	99	.....	81	81	81	109	.....	120	.....	
146	Emau's Orphan House	(*e*)	8,000	7,000	14	10	24	0	24	....	4	20	.....	25	21	25	.....	.....	.....	.....	
147	Bethesda Children's Christian Home	.....	4,000	4,000	....	40	40	0	15	25	20	20	.....	20	15	15	.....	..	300	100	
148	Burd Orphan Asylum of St. Stephen's Church	.....	.....	.....	....	60	60	....	47	13	20	40	0	60	60	60	..	60	4,000	.....	
149	Church Home for Children	.....	.....	.....	20	90	110	0	.....	.....	.....	.....	.....	110	110	110	....	110	.....	.....	
150	Girard College for Orphans	.....	.....	180,000	550	0	550	0	300	250	.....	.....	0	550	550	550	550	550	5,000	.....	
151	Home for Destitute Colored Children	6,000	.....	3,500	31	14	0	45	45	.....	15	30	.....	40	40	30	..	...	175	.....	
152	Jewish Foster Home and Orphan Asylum	23,018	8,804	7,381	21	16	37	.....	32	5	4	33	.....	.....	.....	.....	.....	.....	.....	.....	

* From the Report of the Commissioner of Education for 1875.

a Includes the female asylum.

b Whole number during the year.

c Permanent assets, including asylum lot and buildings.

d 250 acres of land.

e 500 acres of farming land.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Concluded.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
153	Northern Home for Friendless Children	$0	$11,239	$11,190	53	8	101	0	61	40	.....	.....	.....	80	50	39	0	101		0	0
154	Philadelphia Orphan Asylum	200,000	12,853	15,274	48	46	94	0	.....	.....	.....	.....	0	86	86	86	0	0		500	.....
155	Southern Home for Destitute Children	.....	17,455	17,455	103	28	131	0	.....	.....	.....	.....	.....	110	110	110	.....	.....		.....	.....
156	"The Shelter" for Colored Orphans	.....	11,809	10,979	(88)		0	88	.....	.....	.....	.....	.....	74	74	74	.....	.....		.....	.....
157	Union Temporary Home for Children	.....	6,504	6,428	33	33	66	0	23	43	2	46	.....	66	66	66	.....	66		.....	.....
158	Western Provident Society and Children's Home	.....	6,722	5,945	49	29	78	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
159	St. Paul's Roman Catholic Orphan Asylum	0	12,795	12,394	138	132	270	0	.....	.....	25	171	.....	165	146	150	.....	270		250	.....
160	St. Catharine's Female Orphan Asylum	0	.....	.....	.....	35	35	.....	27	8	18	12	5	30	26	26	.....	3		.....	.....
161	Orphans' Home of Evangelical Lutheran Church	0	.....	3,000	0	42	42	0	32	10	42	0	0	.....	.....	.....	.....	.....		300	20
162	Bethany Orphan Home	.....	7,000	7,000	44	21	65	0	.....	.....	20	44	1	65	64	64	.....	9		300	0
163	Children's Home of Borough and County of York	11,000	8,813	6,278	28	24	52	0	41	11	4	48	0	52	52	40	.....	52		.....	.....
164	Orphans' Farm School	.....	.....	.....	48	1	49	0	.....	.....	49	.....	.....	49	49	49	49	49		.....	.....
165	Providence Association for the Benefit of Colored Children	17,832	4,291	3,692	14	21	.....	35	35	.....	6	17	.....	24	18	18	0	.....		.....	.....
166	Hebrew Orphan Society	22,493	1,800	2,325	4	2	6	.....	4	2	6	.....	.....	.....	.....	.....	.....	.....		0	0
167	Thornwell Orphanage	2,700	2,500	2,200	7	11	18	0	18	0	7	7	.....	18	18	18	.....	18		256	170
168	State Orphan Asylum	0	10,000	10,000	46	28	3	71	73	1	44	30	1	68	68	68	12	0		42	0
169	Carolina Orphan Home	.....	2,300	2,300	13	2	15	0	15	.....	8	7	.....	15	15	15	.....	15		.....	.....
170	Leath Orphan Asylum	22,000	2,673	4,700	30	28	48	0	45	3	18	30	.....	42	21	24	.....	.....		618	18
171	St. Peter's Orphan Asylum	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
172	Nashville Protestant Orphan Asylum	.....	.....	.....	3	12	15	0	15	0	6	9	.....	7	7	7	.....	.....		.....	.....
173	Home for Destitute Children	43,354	4,659	4,200	52	26	73	5	32	46	.....	20	.....	58	40	40	.....	.....		.....	.....
174	Providence Orphan Asylum	1,000	6,000	6,000	46	50	96	0	45	51	12	84	.....	70	70	70	.....	.....		150	.....
175	Jackson Orphan Asylum	1,400	2,100	2,100	4	12	16	0	16	.....	15	1	.....	16	14	16	.....	.....		100	.....
176	Norfolk Female Orphan Asylum	13,000	3,000	2,700	.....	30	30	.....	30	.....	18	12	.....	30	30	30	.....	.....		100	12
177	St. Paul's Church Home	.....	.....	.....	.....	10	10	.....	10	.....	1	9	.....	9	4	8	.....	10		.....	.....
178	Friends' Asylum for Colored Orphans	0	1,200	1,313	12	10	0	22	.....	.....	15	6	1	8	8	6	.....	.....		350	0
179	St. Joseph's Orphan Asylum	0	.....	.....	.....	67	67	.....	66	1	.....	.....	.....	67	67	67	.....	.....		.....	.....
180	St. Paul's Church Home	.....	2,700	2,700	.....	32	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
181	St. Vincent's Orphan Asylum	.....	3,500	.....	(115)		.....	.....	.....	.....	60	55	.....	40	30	35	.....	.....		.....	.....
182	Milwaukee Orphan Asylum	0	6,044	5,279	35	21	55	1	25	31	7	41	.....	48	21	33	.....	56		135	15

183	St. Rose's Orphan Asylum	0	9,714	10,860	0	185	185	0	...	....	98	87	0	165	100	100	4	2	......	......
184	St. Æmilianus' Orphan Asylum	......	7,907	7,592	105	....	102	3	....	....	....	....	......	62	45	48	....	....	......	......
185	Home for Destitute Colored Women and Children	0	10,223	7,878	66	39	0	105	105	0	30	75	0	30	17	27	....	....	300	30
186	St. John's Home for Children	......	......	......	17	16	33	0	19	13	6	15	4	20	20	20	....	....	......	......
187	St. Joseph's Male Orphan Asylum	......	......	......	106	13	119	....	20	60	66	40	......	100	60	60	....	....	......	......
188	Cherokee Orphan Asylum	......	22,126	22,126	80	80	......	160	160	....	....	...	......	117	56	86	80	160	23	23

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Soldiers' Orphans' Home	Normal, Ill	1866	1866	Mrs. Virginia C. Ohr	Non-sect.	....	6	1,018
2	Indiana Soldiers' Orphans' Home	Knightstown, Ind	1865	1865	R. F. Brewington, (acting)	.....	10	15	587
3	Soldiers' Orphans' Home and Home for Indigent Children.	Davenport, Iowa	1863	1863	S. W. Pierce	Non-sect.	7	22	1,260
4	Ohio Soldiers' and Sailors' Orphans' Home	Xenia, Ohio	1869	1867	William L. Shaw	Non-sect.	23	63	1,189
5	Bridgewater Colored Soldiers' Orphan School	Bridgewater, Pa	.....	1868	James Stitzer	.....	4	6	253
6	St. Paul's Orphan Home	Butler, Pa	1868	1867	Rev. Jos. B. Thompson	Reform'd	3	4	95
7	White Hall Soldiers' Orphans' School	Camp Hill, Pa	1866	1866	Rev. John Dunn	Non-sect.	10	9	672
8	Chester Springs Soldiers' Orphan School and Literary Institute.	Chester Springs, Pa	1868	1868	E. H. Moore, (principal)	Non-sect.	6	12	565
9	Dayton Soldiers' Orphan School	Dayton, Pa	1873	1866	Hugh McCandless	Non-sect.	4	9	583
10	Harford Soldiers' Orphan School	Harford, Pa	1865	1865	H. S. Sweet	Non-sect.	4	4	550
11	Fressler Orphan Home	Loysville, Pa	1867	1867	Rev. P. Willard	Lutheran	4	5	207
12	McAllisterville Soldiers' Orphan School	McAllisterville, Pa	1864	1864	William Bogel, (principal)	.....	4	11	721
13	Mansfield Soldiers' Orphans' School	Mansfield, Pa	.....	1867	Prof. F. A. Allen	Non-sect.	6	12	475
14	Mercer Soldiers' Orphan School	Mercer, Pa	.....	1868	H. R. Stewart	.....	6	17	567
15	Mount Joy Soldiers' Orphans' School	Mount Joy, Pa	0	1864	Jesse Kennedy	Non-sect.	7	8	764
16	Lincoln Institution	Philadelphia, Pa., (308 S. 11th st)	1866	1866	E. F. Pearson	P. E	3	3	291
17	Soldiers' Orphans' Institute	Philadelphia, Pa., (23d and Parrish sts.)	1865	1864	A. Harshberger, M. D	.....	4	10	631
18	The Educational Home	Philadelphia, Pa, (cor. 49th st. and Greenway avenue.)	1871	1871	Chauncey Towne	P. E	2	5	250
19	Dunbar's Camp Soldiers' Orphan School	Uniontown, Pa	.....	1866	Rev. A. H. Waters	.....	11	5	531
20	Phillipsburgh Soldiers' Orphan School	Water Cure, Pa	1865	1866	Rev. W. G. Taylor, D. D	Non-sect.	8	14	607

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Soldiers' Orphans' Home	3–14	Must be indigent children of deceased soldiers of the war of the rebellion.	State appropriations	Farming and housework	Returned to friends or provided with homes.
2	Indiana Soldiers' Orphans' Home	Under 12	Must be children of deceased soldiers.	State appropriations	Farming and housework	Homes secured in part.
3	Soldiers' Orphans' Home and Home for Indigent Children.	2–16 3–16	Indigence	State appropriations	Farming, gardening, carpentry, broom making, sewing, cooking, and housework.	Returned to guardians or disposed of as guardians direct.
4	Ohio Soldiers' and Sailors' Orphans' Home.			State appropriations	Printing, telegraphy, shoemaking, tinning, blacksmithing, carpentry, engineering, farming, gardening, &c.	Returned to relatives or provided with homes.
5	Bridgewater Colored Soldiers' Orphan School.	6 years or over		State appropriations	Farming and housework	Returned to relatives or provided with situations.
6	St. Paul's Orphan Home	Soldiers' orphans, 3–16; church orphans, 3–18 & 21.		State appropriations, church donations, &c.	Farming, gardening, sewing, knitting, and housework.	Soldiers' orphans leave at 16 for trades, &c.; others are indentured at any age.
7	White Hall Soldiers' Orphans' School.	6–16		State appropriations	Farming, housework, &c	
8	Chester Springs Soldiers' Orphan School and Literary Institute.	Under 16		State appropriations	Housework and farming	Returned to friends.
9	Dayton Soldiers' Orphan School	10–16		State appropriations	Sewing, cooking, housework, farming, and shoemaking.	Returned to friends.
10	Harford Soldiers' Orphan School	8 years or over		State appropriations	Domestic industries	
11	Fressler Orphan Home	Under 14	Destitution	State appropriations and contributions.	Housework, sewing, and farming.	Soldiers' orphans returned to friends; others sent to trades.
12	McAllisterville Soldiers' Orphan School.			State appropriations	Housework, sewing, farming, fancy work, broom making, shoemaking, &c.	
13	Mansfield Soldiers' Orphans' School.	7–16	Must be soldiers' orphans	State appropriations	Farming, gardening, sewing, and housework.	
14	Mercer Soldiers' Orphan School	6–16		State appropriations	Sewing, housework, farming, shoemaking, &c.	Girls are sent to normal schools by State appropriation.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
15	Mount Joy Soldiers' Orphans' School.	Under 16		State appropriations	Housework and agriculture.	Provision is made to educate girls in the normal schools.
16	Lincoln Institution	Under 9	Must be soldiers' orphans or destitute boys.	Contributions, State appropriations, and earnings of boys.	Taught trades or business by being placed in shops, banks, &c.	They have a home in the institution until 21 years of age.
17	Soldiers' Orphans' Institute	4–16	Must be children of deceased or disabled soldiers.	State appropriations	Housework	Placed in good homes.
18	The Educational Home	2–9	Sound health	Subscriptions and payment of board.	None	Transferred to Lincoln Institution.
19	Dunbar's Camp Soldiers' Orphan School.	3–16		State appropriations	Shoemaking, knitting, sewing, and farming.	Places to learn trades, &c., are secured as far as possible.
20	Phillipsburgh Soldiers' Orphan School.	4–16	Must be destitute soldiers' orphans.	State appropriations	Farming, gardening, sewing, dressmaking, housework, &c.	Places found for boys. Three girls go to the normal school each year; others return to friends or go to service.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Concluded.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Increase in the last school year.
					Male.	Female.	White.	Colored.	Natives.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	Soldiers' Orphans' Home	.....	.....	$50,000	138	133	271	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,200	300
2	Indiana Soldiers' Orphans' Home	$0	$35,000	35,000	180	100	.....	.....	.....	.....	150	130	.....	250	250	250	0	280	300	.....
3	Soldiers' Orphans' Home and Home for Indigent Children.	0	.....	.....	128	81	208	1	.....	.....	20	189	0	.....	.....	.....	.....	209	1,400	200
4	Ohio Soldiers' and Sailors' Orphans' Home	0	.....	110,785	360	242	592	10	526	76	110	455	1	559	559	559	165	559	755	0
5	Bridgewater Colored Soldiers' Orphan School	0	(*a*)	(*a*)	41	31	0	72	72	.....	15	57	.....	72	72	72	10	72	300	0
6	St. Paul's Orphan Home	.....	5,000	5,000	23	22	45	0	44	1	3	41	.....	45	35	45	45	45	300	50
7	White Hall Soldiers' Orphans' School	.....	.....	.....	145	68	213	0	213	.....	.....	.....	.....	200	180	200	50	200	380	30
8	Chester Springs Soldiers' Orphan School and Literary Institute.	.....	(*b*)	(*b*)	101	66	167	0	167	.....	6	161	.....	159	150	145	100	161	1,000	.....
9	Dayton Soldiers' Orphan School	20,000	28,000	28,000	117	90	207	0	207	.....	184	23	.....	207	207	185	185	207	290	30
10	Harford Soldiers' Orphan School	.....	25,000	25,000	100	90	190	0	.....	.....	190	.....	.....	190	190	190	50	190	600	75
11	Fressler Orphan Home	0	7,000	7,000	57	31	88	0	83	5	25	63	.....	83	75	75	.....	.....	700	25
12	McAllisterville Soldiers' Orphan School	.....	.....	.....	94	68	162	.....	162	0	20	139	.....	147	147	147	.....	.....	.....	.....
13	Mansfield Soldiers' Orphans' School	.....	.....	.....	109	83	192	0	.....	.....	.....	.....	.....	192	192	192	192	192	.....	.....
14	Mercer Soldiers' Orphan School	.....	50,000	50,000	168	155	321	2	.....	.....	.....	.....	.....	300	285	267	.....	323	329	84
15	Mount Joy Soldiers' Orphans' School	.....	.....	.....	140	100	240	0	240	0	53	187	.....	240	240	240	240	240	500	60
16	Lincoln Institution	10,000	29,480	20,659	89	.....	89	.....	50	39	20	69	.....	89	89	89	89	8	1,500	200
17	Soldiers' Orphans' Institute	.....	40,000	40,000	174	116	290	0	290	.....	50	240	.....	290	290	240	290	200	4,000	500
18	The Educational Home	20,000	19,843	19,834	150	0	150	0	.....	.....	23	118	0	135	124	124	45	124	623	50
19	Dunbar's Camp Soldiers' Orphan School	.....	21,000	21,000	105	76	181	.....	.....	.....	25	156	.....	175	150	150	50	181	300	.....
20	Phillipsburgh Soldiers' Orphan School	0	22,000	22,000	95	80	175	0	125	50	20	155	0	175	175	175	100	175	300	50

a Appropriation and expenditure, $150 for each child over 10 years old and $115 for each one under 10. *b* $150 for each child over ten years old; $128 for each one under 10.

TABLE XXI.—PART 3.—*Statistics of infant asylums.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Little Sisters' Infant Shelter	San Francisco, Cal	1874	1871	Mrs. Joseph S. Spear, (president of directors.)	Non-sect	....	....	.....
2	Day Nursery, Union for Home Work	Hartford, Conn	1872	1872	Mrs. E. L. Swasey, (matron)	Non-sect	....	2	.....
3	Foundlings' Home	Chicago, Ill., (72 S. Wood st)	1872	1871	Dr. George E. Shipman	Non-sect	1	34	1,800
4	Massachusetts Infant Asylum	Boylston Station, Boston, Mass	1867	1867	Miss Elizabeth Clapp, (matron)	Non-sect	1	15	461
5	Foundlings' Home	Detroit, Mich., (13th st)	1869	1869	M. J. Forsythe, M. D	Non-sect	....	5	1,000
6	House of Providence	Detroit, Mich., (187 Elizabeth st)	1872	1869	Sister Mary Stella	R. C	1	13	865
7	Buffalo Widows' and Infants' Asylum	Buffalo, N. Y., (126 Edward st)	1852	1852	Sister M. Elizabeth	R. C	2	8	3,433
8	Babies' Shelter and Day Nursery	New York, N. Y., (143 W. 20th st)	.....	1873	Sister Catharine	P. Epis	.....	10	212
9	Foundling Asylum of the Sisters of Charity	New York, N. Y., (E. 68th st. and 3d ave.)	1869	1869	Sister M. Ireno	R. C	.....	19	7,612
10	New York Infant Asylum*	New York, N. Y., (24 Clinton place)	1865	1871	C. C. Ramstead, (matron)	Non-sect	(3)		.....
11	Nursery and Child's Hospital of the City of New York. *a*	New York, N. Y., (Lexington ave. and 51st st.)	1854	1854	Mrs. McEvoy, (matron)	Non-sect	4	12	.....
12	Day Home	Troy, N. Y	1859	1858	Sarah S. McConihe, (president)	Non-sect	0	4	.....
13	Providence Nursery	Providence, R. I., (204 Williams st)	1872	1870	Mrs. Carruthers	.....	.....	6	230
14	St. Joseph's Orphan Asylum for Small Female Children.*	Milwaukee, Wis	1861	1860	Sister Camilla	R. C	(4)		.....
15	St. Ann's Infant Asylum	Washington, D. C	1863	1860	Sister Agnes	R. C	.....	.....	.....

*From Report of the Commissioner of Education for 1875.

a Includes country branch at Staten Island.

TABLE XXI.—PART 3.—*Statistics of infant asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Little Sisters' Infant Shelter	Under 6	Must be children of working women.	Subscriptions and contributions		
2	Day Nursery, Union for Home Work	3 mos.–8 years		Contributions and subscriptions	Sewing	
3	Foundlings' Home	Under 1 month	Desertion	Voluntary contributions	None	Adopted in Christian families.
4	Massachusetts Infant Asylum	Under 9 months.	Desertion and destitution.	Contributions and State appropriations for pauper infants.		
5	Foundlings' Home	Under 2		Public donations	None	Adoption.
6	House of Providence	Under 5		Contributions		
7	Buffalo Widows' and Infants' Asylum	Under 6		Appropriations, collections, benefits, &c.		Transferred to other asylums or adopted.
8	Babies' Shelter and Day Nursery	1-4	Must be children of virtuous Protestant parents.	Donations and subscriptions		
9	Foundling Asylum of the Sisters of Charity	Under 2	Must be born within the limits of New York City.	Contributions and per capita allowance from city and county.		
10	New York Infant Asylum*	Under 2	Desertion or illegitimacy	Subscriptions, donations, and appropriations.		Restored to friends, adopted, or apprenticed.
11	Nursery and Child's Hospital of the City of New York.*a*	Under 10	Freedom from contagious disease and payment of board.	Appropriations, donations, subscriptions, and annual ball.	Sewing and housework.	Returned to friends, adopted, or sent West by Children's Aid Society.
12	Day Home		Poverty	Endowment and contributions	Sewing and domestic work.	
13	Providence Nursery	Under 4		Subscriptions		Adopted or sent to Children's Home.
14	St. Joseph's Orphan Asylum for Small Female Children.*		Must be homeless orphans.	Contributions and occasional State appropriations.		Sent to good homes.
15	St. Ann's Infant Asylum	Under 5		Public charity		

* From Report of the Commissioner of Education for 1875.

a Includes country branch at Staten Island.

TABLE XXI.—PART 3.—*Statistics of infant asylums*—Concluded.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Little Sisters' Infant Shelter	.....	$2,100	$1,800	....	....	.....	....	....	....	....	....	....	....	....	....	....	....		.....	.....
2	Day Nursery, Union for Home Work	.....	.....	1,300	....	....	.....	....	....	....	....	....	....	....	....	....	....	....		.....	.....
3	Foundlings' Home	$0	4,700	4,700	36	22	58	0	....	....	....	....	35	....	....	....	....	....		.....	.....
4	Massachusetts Infant Asylum	80,000	11,000	11,000	24	24	.....	2	....	....	3	5	5	....	....	....	....	....		.....	.....
5	Foundlings' Home	0	.....	4,000	....	30	30	0	15	....	....	....	25	....	....	....	....	....		0	....
6	House of Providence	.....	.....	.....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....		.....	.....
7	Buffalo Widows' and Infants' Asylum	0	10,362	9,240	....	....	.....	....	....	....	....	....	....	....	....	....	....	....		.....	.....
8	Babies' Shelter and Day Nursery	0	3,700	4,300	8	7	15	0	....	....	0	9	0	....	....	....	....	....		.....	.....
9	Foundling Asylum of the Sisters of Charity	0	242,833	244,812	880	850	1,685	45	....	....	....	....	1,730	150	150	150	....	....		.....	.....
10	New York Infant Asylum*	.....	.....	.....	85	86	.....	....	59	112	....	....	.....	....	....	....	....	....		.....	.....
11	Nursery and Child's Hospital of the City of New York *a*	6,000	123,000	123,000	274	240	512	2	356	158	43	335	.....	175	175	175	....	....		.....	.....
12	Day Home	27,700	2,800	2,450	94	72	166	0	....	....	....	35	0	95	75	80	20	166		35	12
13	Providence Nursery	1,450	3,000	3,000	21	19	40	0	19	21	0	0	0	....	....	....	....	....		.....	.....
14	St. Joseph's Orphan Asylum for Small Female Children*	.....	.....	.....	0	63	63	0	....	....	34	29	0	....	....	....	....	....		.....	.....
15	St. Ann's Infant Asylum	.....	.....	.....	30	40	68	2	....	....	....	....	.....	....	....	....	....	....		.....	.....

* From Report of the Commissioner of Education for 1875.

a Includes country branch at Staten Island.

TABLE XXI.—PART 4.—*Statistics of industrial schools.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	City and County Industrial School	San Francisco, Cal	1858	1859	David C. Woods	Non-sect.	18	3	2,228
2	Connecticut Training School for Nurses	New Haven, Conn	1873	1873	Miss M. M. Waldron	Non-sect.	....	....	73
3	Industrial Home for the Friendless and Relief Society for the Poor.	Savannah, Ga., (cor. Charlton and Drayton sts.)	1869	1875	Mrs. R. Q. Way, (matron)	Non-sect.	1	2	50
4	Railroad Mission Industrial School	Chicago, Ill	....	1866	Fannie C. Jones	Presb	(25)		.....
5	Busy Bee	Richmond, Ind	0	1867	Martha Valentine	Friends	(25)		.....
6	Industrial School of Holy Cross	New Orleans, La., (Refinery and Levee sts., near Convent.)	....	1871	Rev. M. T. Robinson, C. S. C	R. C	15	3	150
7	St. Joseph's House of Industry	Baltimore, Md., (cor. Carey and Lexington sts.)	1868	1866	Sisters of Charity	R. C	....	11	300
8	St. Mary's Industrial School for Boys of the City of Baltimore.	Carroll P. O., Md	1866	1866	Brother Alexius	R. C	7	0	670
9	Boston Training School for Nurses	Boston, Mass., (Blossom st)	.....	1873	Miss Linda Richards	Non-sect.	....	1	56
10	Industrial School for Girls	Boston, Mass., (Centre st., Dorchester district.)	1855	1853	Miss H. R. Burns, (matron)	Non-sect.	....	2	200
11	Detroit Industrial School	Detroit, Mich	1868	1857	Mrs. Edward H. Butler, (cor. sec'y)	Union Ev	....	....	.....
12	Girls' Industrial Home	St. Louis, Mo., (19th and Morgan sts.)	1854	1853	Mrs. John S. Thomson	Non-sect.	....	10	2,500
13	St. Paul's Female Orphan Asylum or Industrial School.	Brooklyn, N. Y	1834	1826	Sister M. Constantia Hull	R. C	....	13	1,479
14	St. Mary's Academy and Industrial School	Buffalo, N. Y., (72 Franklin st)	1863	1857	Miss Ernestine Nardin, (president)	R. C	....	24	2,172
15	Children's Aid Society Industrial Schools	New York, N. Y., (19 E. 4th st)	1854	1854	J. W. Skinner	Non-sect.	3	89	44,378
16	Five Points House of Industry	New York, N. Y., (155 Worth st)	1854	1850	William F. Barnard	Non-sect.	11	18	23,363
17	Industrial Home	New York, N. Y., (110 Lexington avenue.)	0	1869	Mary B. Morgan, (directress)	R. C	....	....	1,662
18	Industrial School of St. Augustine's Chapel, Trinity Parish.	New York, N. Y., (Bowery and Houston st.)	0	1870	Rev. Arthur C. Kimber and Miss F. M. Underhill.	P. Epis	....	21	905
19	Industrial School of the Hebrew Orphan Asylum	New York, N. Y	1860	1869	S. Arnheim	Hebrew	4	1	70
20	Institution of Mercy	New York, N. Y., (33 E. Houston st.)	1854	1846	Mother M. Augustine McKenna	R. C	1	8	12,316

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
21	Rivington Street Boys' Lodging House and School *a*.	New York, N. Y., (327 Rivington st.)	.....	1868	George Calder	Non-sect.	5	9	9,464
22	St. Joseph's Industrial Home for Destitute Children.	New York, N. Y., (E. 81st st., Madison avenue.)	1869	1868	Sister Mary Agnes	R. C.	1	32	974
23	Training School for Nurses, Bellevue Hospital	New York, N. Y., (314 E. 26th st).	1873	1873	Miss E. P. Perkins	Non-sect.	....	2	131
24	Wilson Industrial School for Girls	New York, N. Y., (125 St. Mark's place.)	1854	1853	Mrs. Jonathan Sturges, (1st directress.)	Non-sect.	....	8	.....
25	Industrial Home of the City of Utica	Utica, N. Y., (21 Court st)	.....	.....	R. L. Fairchild, (matron)	Non-sect.	....	....	.....
26	Protestant Industrial School of Young Ladies' Branch of the Women's Christian Association.	Cincinnati, Ohio, (88 E. 3d st)	.....	1870	Mrs. Newcomb, Miss Huff, and Mrs. R-y.	Non-sect.	1	6	271
27	Free Sewing School	Marietta, Ohio	.....	1871	Mrs. James Holden, (secretary)	Unitar'n.	.....	.....	.....
28	Free Sewing School for Poor Children	Marietta, Ohio	.....	1871	Mrs. R. E. Harte, (president)	P. Epis.	.....	.....	.....
29	Toledo Industrial School	Toledo, Ohio, (194 Adams st)	1874	1873	Mary C. Dickinson, (chairman)	Non-sect.	....	2	.....
30	Industrial Home for Girls	Philadelphia, Pa., (762 S. 10th st).	1859	1857	Mrs. Reeves, (matron)	Non-sect.	....	3	349
31	West Philadelphia Industrial School of Immaculate Conception.	Philadelphia, Pa., (39th and Pine sts.)	1858	.....	Mother M. Ignatius	R. C.	....	17	1,000
32	Girls' Industrial Home	Knoxville, Tenn	0	1874	Mrs. M. O. Aiken, (president)	Non-sect.	0	2	41
33	Industrial School	———, Vt.	0	1867	Mrs. E. A. Martin	Non-sect.	(19)		450
34	Milwaukee Industrial School	Milwaukee, Wis	1875	1875	Mrs. C. H. Waterman, (matron)	Non-sect.	(3)		95
35	Industrial Home School of the District of Columbia	Georgetown Heights, D. C	1872	1867	John H. Newman	Non-sect.	2	1	488
36	St. Rose's Industrial School*	Washington, D. C	1872	1872	Sisters of Charity	R. C.	(5)		40

* From Report of the Commissioner of Education for 1875.

a A branch of the Children's Aid Society.

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	City and County Industrial School	Under 18	Commitment by court or by parents.	City and county tax	Farming, gardening, shoemaking, and tailoring.	Transferred to "training ship," placed at trades or on farms, returned to parents, &c.
2	Connecticut Training School for Nurses	20–40	Good health and good moral character.	Voluntary contributions.		
3	Industrial Home for the Friendless and Relief Society for the Poor.		Friendlessness and destitution.	Voluntary contributions	Sewing, cooking, laundry and housework.	Homes in families.
4	Railroad Mission Industrial School	7–18		Contributions	Sewing	
5	Busy Bee			Charity	Sewing	
6	Industrial School of Holy Cross	6–12		Self-supporting	Gardening, baking, carpentry.	Placed at trades.
7	St. Joseph's House of Industry	14–18		By children's work	Dressmaking, sewing, embroidery, &c.	Situations as dressmakers, seamstresses, &c.
8	St. Mary's Industrial School for Boys of the City of Baltimore.	6–16	Must be residents of Maryland and of sound mind.	State and city aid and voluntary contributions.	Shoemaking, printing, tailoring, farming, baking, and gardening.	At majority they receive whatever they may have accumulated in the savings bank by their industry.
9	Boston Training School for Nurses			Voluntary subscriptions	Nursing	
10	Industrial School for Girls	6–10	Orphanage, disability of parents to provide for them, or payment of small sum for board.	Endowment, subscriptions, and donations.	Housework, sewing, knitting, mending, and cutting out clothing.	Returned to friends, or placed under guardianship of one of the managers.
11	Detroit Industrial School				Sewing and housework	
12	Girls' Industrial Home	2–12	Friendlessness or destitution.	Collections, festivals, &c	Dressmaking and housekeeping.	A home at all times.
13	St. Paul's Female Orphan Asylum or Industrial School.	12–18		Contributions and labor of inmates.	Sewing, making dresses, vests, and boys' suits.	Returned to relatives, or provided with good situations in families.
14	St. Mary's Academy and Industrial School	Under 20		School tuition		
15	Children's Aid Society Industrial Schools			Charity and school fund	Sewing, darning, knitting, crocheting, and housework.	Placed in good homes.
16	Five Points House of Industry	2½–13	Poverty and homelessness.	Voluntary contributions	Sewing, housework, typesetting, and shoemending and tailoring.	Placed in homes or with parents.
17	Industrial Home			Labor of inmates and donations.		

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
18	Industrial School of St. Augustine's Chapel, Trinity Parish.	.....	Attendance upon St. Augustine's Sunday School and Chapel.	Appropriations from the vestry of Trinity Church.	Hand and machine sewing.	
19	Industrial School of the Hebrew Orphan Asylum.	At 14 years	.....	Labor of inmates and Hebrew Orphan Asylum Society.	Printing and shoemaking	
20	Institution of Mercy	Over 3 years	.....	Labor of inmates, appropriations, and contributions.	House and laundry work and sewing.	Adopted or placed in situations.
21	Rivington Street Boys' Lodging House and School. *a*	8–18	.....	Contributions and appropriations.	.....	Sent to homes in the country.
22	St. Joseph's Industrial House for Destitute Children.	3–16	Poverty and destitution	Labor of inmates and contributions.	Domestic economy, hand and machine sewing, &c.	Provided with situations, suitable clothing, and one week's board paid.
23	Training School for Nurses, Bellevue Hospital.	21–35	Good health, good education, and good character.	Donations, subscriptions, and pay from services as nurses.	Nursing	
24	Wilson Industrial School for Girls	.....	.....	Voluntary contributions.	Sewing and housework	
25	Industrial Home of the City of Utica	.....	.....	Payment of board and appropriations from W. C. A.	.....	
26	Protestant Industrial School of Young Ladies' Branch of the Women's Christian Association.	Over 10	.....	Contributions	Sewing, dressmaking, and laundry work.	Places are found for them.
27	Free Sewing School	Over 8	Needy circumstances	Unsolicited contributions.	Sewing, mending, and knitting.	
28	Free Sewing School for Poor Children	6–14	Needy circumstances	Voluntary contributions	Plain sewing	
29	Toledo Industrial School	.....	Need of assistance	Contributions	Sewing and housework	
30	Industrial Home for Girls	8–18	Destitution	Voluntary contributions	Housework and sewing	Placed in situations.
31	West Philadelphia Industrial School of Immaculate Conception.	5–18	Good moral character	Labor of inmates and pension paid by pupils.	Dress and shirt making, embroidery, flower-making, laundry and domestic work.	
32	Girls' Industrial Home	Under 12	Orphange and destitution	Labor of inmates and contributions.	Plain sewing, dressmaking, and domestic work.	Placed in good homes.
33	Industrial School	.....	.....	Contributions	Sewing	None.

34	Milwaukee Industrial School	Boys, under 12; girls, under 16.	Homelessness and vagrancy and commitment by magistrates.	Charity, State appropriations, &c.	Domestic industries	Adopted or indentured.
35	Industrial Home School of the District of Columbia.	4–14	Homelessness and neglect.	Labor of inmates and donations.	Carpentry, cabinetmaking, gardening, and sewing.	Good homes are found, or employment, and suitable clothing is furnished.
36	St. Rose's Industrial School*	16 years	Orphans from St. Vincent's Asylum are received at 16 years of age.	Proceeds of the sewing of the inmates.	Sewing and housework	

* From Report of the Commissioner of Education for 1875.

a A branch of the Children's Aid Society.

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Concluded.

	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.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	City and County Industrial School	.....	$54,000	$57,534	143	70	201	12	26	187	12	81	1	210	190	165	0	30	809	100
2	Connecticut Training School for Nurses	$10,000	1,516	1,843	0	12	11	1	12	.....	.....	.....	.....	.....	.....	.....	..	..	40	14
3	Industrial Home for the Friendless and Relief Society for the Poor.	0	.....	.....	.....	10	10	0	10	0	5	.....	.....	10	10	10	...	..	.....	.....
4	Railroad Mission Industrial School	.....	.....	.....	.....	200	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	..	..	.....	.....
5	Busy Bee	0	50	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....	.....
6	Industrial School of Holy Cross	0	5,000	5,000	50	0	50	0	30	20	45	5	0	50	50	50	0	12	300	25
7	St. Joseph's House of Industry	.....	.....	.....	.....	38	38	...	30	8	30	8	...	38	38	38	10	6	400	20
8	St. Mary's Industrial School for Boys of the City of Baltimore.	0	24,666	19,087	261	0	261	0	62	199	66	156	0	250	225	255	30	35	450	50
9	Boston Training School for Nurses	0	.....	.....	.....	40	.....	...	.....	.....	.....	.....	...	.....	.....	.....	...	..	32	2
10	Industrial School for Girls	55,000	*a*2,500	5,500	.....	25	23	2	8	17	7	7	...	25	25	25	25	25	.....	.....
11	Detroit Industrial School	.....	.....	.....	62	58	114	6	10	110	1	11	0	120	120	70	...	...	.....	.....
12	Girls' Industrial Home	.....	5,112	4,219	.....	82	.....	...	28	50	4	.....	...	.....	.....	50	12	..	400	60
13	St. Paul's Female Orphan Asylum or Industrial School.	.....	.....	.....	.....	237	237	...	1	236	155	82	...	235	225	2 5	..	..	200	.....
14	St. Mary's Academy and Industrial School	0	.....	12,000	.....	65	65	0	.....	.....	.....	.....	...	.....	.....	.....	...	65	500	.....
15	Children's Aid Society Industrial Schools	154,000	.....	75,194	(*b*10,345)	.....	.....	...	.....	.....	.....	.....	...	.....	.....	.....	...	...	.....	.....
16	Five Points House of Industry	.....	40,827	41,508	145	112	248	9	47	210	24	140	....	(*c*)	(*c*)	(*c*)	0	...	1,050	.....
17	Industrial Home	0	3,701	4,855	.....	.....	.....	...	.....	.....	.....	.....	...	.....	.....	.....	...	...	.....	.....
18	Industrial School of St. Augustine's Chapel, Trinity Parish	0	450	450	1	317	318	0	105	212	.....	.....	...	.....	.....	.....	...	..	.....	.....
19	Industrial School of the Hebrew Orphan Asylum.	.....	24,093	24,067	32	.....	32	0	.....	.....	....	.....	...	15	15	15	...	18	.....	.....
20	Institution of Mercy	0	19,189	19,131	1	125	126	0	69	12	6	64	0	30	30	30	...	30	500	70
21	Rivington Street Boys' Lodging House and School *d*	.....	.....	.....	125	.....	121	4	19	106	92	26	...	125	125	125	..	..	600	150
22	St. Joseph's Industrial Home for Destitute Children.	.....	23,572	23,513	150	250	400	0	50	235	79	321	...	.....	.....	.....	..	..	500	.....

23	Training School for Nurses, Bellevue Hospital.	0	19,105	18,396															
24	Wilson Industrial School for Girls		10,241	9,144		234								234	234	234	0	0	100
25	Industrial Home of the City of Utica																		
26	Protestant Industrial School of Young Ladies' Branch of the Women's Christian Association.		11,678	11,678		49	49												
27	Free Sewing School																		
28	Free Sewing School for Poor Children					65													
29	Toledo Industrial School		1,000		16	64	50	22						26	18	18			
30	Industrial Home for Girls		3,349			26	26	0						26	26	26			
31	West Philadelphia Industrial School of Immaculate Conception.					80	80		10	70	40	25		80	70	65		15	
32	Girls' Industrial Home	1,000	650		0	13	13	0		2	4	9		10	7	5	4		117
33	Industrial School	0	80	80	0	70	70	0	3	67									100
34	Milwaukee Industrial School	0	6,606	5,103	7	17	22	2	24		0	12	0						200
35	Industrial Home School of the District of Columbia.	0	e4,506	e4,297	27	3	30	0	28	2	7	19		20	20	20		20	100
36	St. Rose's Industrial School*				1	34	35	0			29								

* From Report of the Commissioner of Education for 1875.
a From investments.
b In industrial and evening schools during the year.
c The school includes day scholars, and numbers in all 360.
d A branch of the Children's Aid Society.
e For 8 months.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities.*

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Woman's Union Mission to Chinese Women and Children	San Francisco, Cal., (cor. Jackson and Dupont sts.)	.....	1870	Mrs. Sarah B. Cooper, (corresponding secretary.)	Non-sect.	....	1	.....
2	Church Home	Hartford, Conn	1876	1876	Mrs. C. L. Case	P. Epis	....	....	6
3	Union for Home Work	Hartford, Conn., (239 Market st)	1872	1871	Mrs. E. L. Sluyter	Non-sect.	....	....	.....
4	Young Women's Boarding Home	Hartford, Conn., (58 Church st)	1869	.....	Miss M. M. Woodbury	U. Evan	....	....	.....
5	Home for the Friendless	New Haven, Conn., (cor. Clinton ave. and Pine sts.)	1867	1866	Miss Foster, (matron)	Non-sect.	....	....	.....
6	Atlanta Benevolent Home	Atlanta, Ga	1877	1874	Miss Palestina Smith, (matron)	Non-sect.	....	1	214
7	Appleton Church Home*	Macon, Ga	1868	1870	Rt. Rev. J. W. Beckwith	Epis	....	(3)	32
8	The "Abraham Home"	Savannah, Ga	.....	.....	.....	.....	.....	.....	.....
9	Chicago Home for Friendless	Chicago, Ill., (911 Wabash ave)	1859	1858	Mrs. J. Grant	Non-sect.	1	9	.....
10	House of the Good Shepherd	Chicago, Ill	1876	1859	Mother Mary of the Nativity, (superior.)	R. C	0	32	1,540
11	Newsboys' and Bootblacks' Home	Chicago, Ill., (146 Quincy st)	1874	1874	J. C. Huntington	Non-sect.	5	4	660
12	Home of the Friendless	Evansville, Ind	1870	1870	Miss Eleanor E. Johnson	Non-sect.	....	2	373
13	Indianapolis Home for Friendless Women	Indianapolis, Ind	1867	1867	Miss Mary E. Brower	Non-sect.	....	2	3,000
14	Old Ladies' Home	New Albany, Ind	.....	1872	Miss Mary Baldwin	Non-sect.	....	....	32
15	Home of the Friendless	Richmond, Ind	1869	1867	Celia Arnold, (matron)	Non-sect.	....	....	1,042
16	Home for the Friendless	Leavenworth, Kans	1869	1868	Mrs. C. H. Cushing, (president)	Non-sect.	....	3	1,020
17	Old Ladies' Home*	Louisville, Ky	1865	1865	Mrs. Mary H. Paris, (matron)	Unitar'n	....	1	28
18	Mater Dolorosa School	Carrollton, La., (Cambronne and 3d sts.)	1872	1872	Rev. Anthony Bichlmayer	R. C	....	....	596
19	Convent of the Good Shepherd	New Orleans, La	1859	1859	Sister Mary Rose McCabe	R. C	0	7	1,640
20	French Benevolent and Mutual Aid Association	New Orleans, La., (St. Ann, bet. Derbigny and Roman sts.)	1843	1842	John Schweitzer	Non-sect.	....	....	.....
21	Newsboys' Lodging House*	New Orleans, La., (165 S. Franklin st., near Lafayette.)	1868	1868	C. Roos	.....	....	(3)	(a)
22	Bangor Children's Home	Bangor, Me	1866	1869	Miss Julia A. Sibley	Non-sect.	....	5	487
23	Home for Aged Women	Bangor, Me	1872	1874	Mrs. Eliza Freeman, (matron)	Non-sect.	....	....	9
24	Home for Aged Women	Portland, Me	1854	1856	Mrs. Dawley	Non-sect.	....	....	48
25	Preble Chapel Sewing School	Portland, Me	.....	.....	.....	Unitar'n	....	7	.....
26	Women's Christian Association	Portland, Me	1873	1869	Mrs. B. K. Parsons	.....	....	....	166

27	Boys' Home	Baltimore, Md., (82 Calvert st)	1867	1866	John H. Lynch	Non-sect.	2	1	836
28	Home for Fallen Women	Baltimore, Md., (No. 1, N. Exeter st.)	1871	1870	Mrs. E. B. Murdoch, (president)	U. Evan	....	1	350
29	Home for the Aged of the Methodist Episcopal Church.	Baltimore, Md	1867	1867	Miss Elizabeth Piper	M. E	....	5	61
30	Home of the Friendless	Baltimore, Md., (cor. Townsend st. and Druid Hill ave.)	1854	1854	Mrs. James E. Atkinson, (president)	Non-sect	....	15	1,478
31	Home for Friendless Children of Eastern Shore of Maryland.	Easton, Md	1869	1870	Miss Louisa D. Nabb, (matron)	P. Epis	..	2	24
32	Baldwin Place Home for Little Wanderers	Boston, Mass	1865	1865	Rev. R. G. Toles	Non-sect	6	13	4,200
33	Boffin's Bower	Boston, Mass, (1031 Washington st.)	1870	1870	Jennie Collins		..	4	.....
34	Boston Asylum and Farm School	Boston, Mass	1832	1832	William A. Morse	Non-sect	5	6	1,500
35	Boston Children's Friend Society	Boston, Mass	1834	.....	Mrs. Sarah Beach, (matron)	Non-sect.	..	5	.....
36	Fragment Society	Boston, Mass	.....	1812	Mrs. C. O. Whitmore, (president)	Non-sect	....	....	.....
37	Penitent Females' Refuge and Bethesda Societies	Boston, Mass	1821 / 1854	.....	Miss M. Howland	Non-sect	....	3	1,000
38	Women's Union	Fall River, Mass	0	1873	M. Morton, (matron)	Non-sect	..	4	572
39	Haverhill Children's Aid Society	Haverhill, Mass	1866	1865	Nancy S. Holt, (matron)	Non-sect.	..	....	75
40	Old Ladies' Home	Haverhill, Mass	1856	1876	Miss A. M. Wheeler, (secretary)	.....	..	2	7
41	Old Ladies' Home	Lowell, Mass	1867	1867	Mrs. George Hedrick, (president)	Non-sect	....	..	33
42	Association for the Relief of Aged Women	New Bedford, Mass	1866	1866	Mrs. Matthew Howland, (president)	Non-sect	....	....	120
43	Ladies' City Mission Society	New Bedford, Mass	1868	1845	T. R. Dennison, (city missionary)	Non-sect.	....	....	.....
44	Female Charitable Society	Newburyport, Mass	1805	1803	Mrs. Thomas Buntin	.....	....	....	150
45	Home for Friendless Women and Children	Springfield, Mass., (Union st)	1866	1866	Miss Howe, (matron)	Non-sect.	....	....	300
46	Old Ladies' Home	Taunton, Mass	1829	1871	Mrs. Erastus Maltby	Non-sect	....	..	16
47	State Public School for Dependent Children	Coldwater, Mich	1871	1874	Lyman P. Alden	Non-sect.	6	25	427
48	Mission Free School	St. Louis, Mo	1863	1845	Mary E. Tucker	Unitar'n	....	1	.....
49	St. Joseph's Convent of Mercy	St. Louis, Mo	1857	1858	Mother Mary de Pazzi Bentley	R. C	..	30	12,000
50	Concord Female Benevolent Association	Concord, N. H	1869	1835	Mrs. Nancy D. Curtis, (secretary)	Unitar'n	....	....	.....
51	Invalids' Home	Keene, N. H	1873	1874	Mrs. Colby, (matron)	Unitar'n	..	2	8
52	Ladies' Charitable Society	Keene, N. H	0	1815	Mrs. William O. White, (president)	Non-sect	..	..	.....
53	Social Union	Keene, N. H	0	1872	Mrs. William O. White, (president)	Non-sect	....	..	.....
54	Home for the Friendless	Newark, N. J	0	1871	Miss Mary Karns	.....	....	....	.....
55	House of Shelter	Albany, N. Y	1869	1868	Mrs. E. H. Jones, (matron)	Non-sect	0	2	250
56	House of the Good Shepherd	Brooklyn, N. Y., (Hopkinson ave. and Pacific st.)	1868	1868	Sister Mary Loretto	R. C	....	30	2,500
57	Catholic Home	Buffalo, N. Y., (64 Franklin st)	1863	1873	Miss E. Nardin, (president)	R. C	....	4	227
58	Ingleside Home	Buffalo, N. Y	1869	1869	Miss A. Cowan	Non-sect	1	4	346
59	Home for the Friendless	Newburgh, N. Y	1862	1861	Mrs. Isabella Thistle, (matron)	Non-sect	....	6	529
60	St. Luke's Home and Hospital of Newburgh and New Hudson.	Newburgh, N. Y	1876	1874	Miss Guild, (matron)	P. Epis	..	1	19
61	Association for the Relief of Respectable Aged Indigent Females.	New York, N. Y., (226 E. 20th st)	1814	1814	Miss Sutchfield, (matron)	Non-sect.	..	....	.....
62	Baptist Home for Aged and Infirm Persons	New York, N. Y., (68th st., bet. Lexington and 4th aves.)	1869	1869	B. Palmertier	Baptist	..	..	120
63	Colored Home	New York, N. Y., (65th st., near 1st ave.)	.....	1840	Samuel Whitall, M. D., (resident physician.)	.....	....	....	.....
64	Female Christian Home	New York, N. Y., (314 E. 15th st)	1865	1865	Mrs. Kenson	Non-sect.	....	....	416

* From Report of the Commissioner of Education for 1875.

a An average of 6,500 lodgings per annum.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
65	Home for Aged and Infirm Hebrews	New York, N. Y., (cor. ave. A and 87th st.)	1872	1872	Mr. and Mrs. Henry Kirstein	Hebrew.	2	6	90
66	Home for Old Men and Aged Couples	New York, N. Y., (487 Hudson st)	1872	1872	Sister Amelia	Non-sect.	...	4	30
67	Home for the Aged	New York, N. Y., (179 E. 70th st)	1871	1870	Little Sisters of the Poor	Non-sect.	....	14	480
68	Home for the Aged of the Church of the Holy Communion.	New York, N. Y., (330 6th ave)	1872	1868	Sister Catharine	P. Epis.	....	....	.....
69	Home for the Friendless, (American Female Guardian Society.)	New York, N. Y., (32 E. 30th st)	1849	1834	Miss Sarah C. Wilcox, (matron)	Non-sect.	1	62	22,243
70	Hospital of New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y., (135 E. 42d st)	1863	1862	James Knight, M. D., (resident physician.)	Non-sect.	14	38	1,997
71	Howard Mission and Home for Little Wanderers	New York, N. Y., (40 New Bowery)	1864	1861	A. S. Hatch, (president)	Non-sect.	2	2	*a*30,000
72	Ladies' Home Missionary Society, (Five Points Mission.)	New York, N. Y., (61 Park st)	1855	1850	C. S. Brown	M. E	3	9	.....
73	New York House and School of Industry	New York, N. Y., (120 W. 16th st)	1851	1850	Miss M. L. Warren, (secretary)	Non-sect.	....	14	.....
74	New York Juvenile Asylum	New York, N. Y., (176th st. and 10th ave.)	1851	1853	E. M. Carpenter, A. M	Non-sect.	22	35	19,156
75	New York Magdalen Benevolent Society	New York, N. Y., (88th st., near 5th ave.)	1848	1851	Rev. J. H. Battersby	Non-sect.	(5)		.....
76	New York Society for the Prevention of Cruelty to Children.	New York, N. Y., (860 Broadway)	1875	1875	E. Fellows Jenkin	Non-sect.	....	....	.....
77	Presbyterian Home for Aged Women	New York, N.Y., (73d st. and Madison ave.)	1866	1866	Miss Hare, (matron)	Presb	1	5	120
78	St. Barnabas' House	New York, N. Y., (304 Mulberry st.)	1833	1831	Rev. C. T. Woodruff	P. Epis.	....	....	.....
79	St. John's Guild*	New York, N. Y., (52 Varick st)	1875	1866	Rev. Alvah Wiswall, (master)	Non-sect.	(10)		(*b*)
80	St. Mary's Free Hospital for Children	New York, N. Y., (407 W. 34th st)	1865	1870	Sister Catharine	P. Epis.	....	....	.....
81	St. Vincent's Home for Homeless Boys of all Occupations.	New York, N. Y., (53 and 55 Warren st.)	1872	1870	Rev. John C. Drumgoole	R. C	6	2	10,150
82	Shelter for Respectable Girls and Home for Convalescents.	New York, N. Y., (328 6th ave)	.....	1871	Sister Catharine	P. Epis.	....	2	2,050
83	The Sheltering Arms	New York, N. Y., (129th st. and 10th ave.)	1864	1864	Miss Sarah S. Richmond	P. Epis.	0	16	808

84	Trinity Chapel Home	New York, N. Y., (207 West 27th st)	....	.....	M. C. A. Black	P. Epis	..	...	.....
85	Woman's Aid Society and Home for Training Young Girls.	New York, N. Y., (41 7th ave)	1870	1870	Mrs. E. B. Pierson, (matron)	Non-sect.	0	2	.....
86	Woman's Benevolent Society of Calvary Church	New York, N. Y., (East 23d st., near 3d ave.)	.....	1849	Mrs. E. A. Washburn, (president)	P. Epis.	(5)		.....
87	Old Ladies' Home	Poughkeepsie, N. Y	1870	1869	Mrs. J. D. Hager, (president)	Non-sect.	....	3	19
88	Church Home of the Protestant Episcopal Church ..	Rochester, N. Y., (Mt. Hope ave) ..	1869	1868	Mrs. Mitchell, (matron)	P. Epis.	..	5	.....
89	Home for the Friendless	Rochester, N. Y	.....	1849	Mrs. J. U. Wallace, (matron)	Non-sect.	0	6	.....
90	Home for Christian Care	Sing Sing, N. Y., (P. O. box 545)	1874	1874	Rev. B. B. Leacock, D. D	Non-sect.	1	3	28
91	House of the Good Shepherd	Syracuse, N. Y	1873	1873	Mrs. Mary D. Burnham, (house mother)	P. Epis.	2	4	284
92	St. Joseph's Asylum and House of Providence	Syracuse, N. Y	1872	1872	Sister Beata McFaul	R. C.	....	8	219
93	St. James' Home	Wilmington, N. C	.....	.....	Rev. A. A. Watson, (rector)	P. Epis.	....	2	.....
94	Home for the Friendless and Female Guardian Society.	Cincinnati, Ohio, (295 West Court st.)	1860	1854	Mrs. L. A. Rogers, (matron)	Non-sect.	....	...	.....
95	The Children's Home	Cincinnati, Ohio, (180 West 3d st) ..	1864	1864	Rev. A. G. Byers	Non-sect.	3	3	2,192
96	Bethel Home	Cleveland, Ohio, (cor. Superior and Union sts.)	.....	1869	Thomas Braggins	.....	....	...	.....
97	Children's Aid Society and Industrial Home	Cleveland, Ohio, (Detroit st)	1865	1857	Rev. William Sampson	Non-sect.	2	5	.....
98	Working Woman's Home	Cleveland, Ohio, (16 Walnut st)	1869	1869	Mrs. A. A. Nelson, (matron)	Non-sect.	....	...	450
99	City Infirmary of Cincinnati	Hartwell, Ohio	1851	1851	Robinson Whitney	Non-sect.	(24)		.....
100	Home for Friendless Women	Toledo, Ohio	1871	1871	Mrs. J. B. Monroe, (president)	Non-sect.	....	...	356
101	Magdeleine Asylum, (Sisters of the Good Shepherd) .	Allegheny, Pa	.....	1872	Mother Mary Aloysius Schothmeller.	R. C.	....	10	134
102	Pittsburg and Allegheny Home for the Friendless ..	Allegheny, Pa	.....	1861	Mrs. J. B. Herron, (secretary)	Non-sect.	....	12	.....
103	Widows' Home of Allegheny City	Allegheny, Pa	1866	1866	Mrs. F. R. Brunot, (president)	Non-sect.	....	...	.....
104	Home for the Friendless	Erie, Pa., (cor. 22d and Sassafras sts)	1871	1871	Mrs. Chalfant, (matron)	Non-sect.	1	6	500
105	Home for the Friendless	Harrisburg, Pa	.....	1866	Mrs. Rea, (matron)	Non-sect.	....	2	70
106	Home for Aged and Infirm Colored Persons	Philadelphia, Pa	1867	1864	Ann W. Laws, (matron)	Non-sect	....	...	134
107	Home for Aged and Infirm of the Methodist Episcopal Church.	Philadelphia, Pa	1866	1865	Mrs. Melinda Brown	M. E	2	3	147
108	Home for the Homeless	Philadelphia, Pa., (708 Lombard st)	.....	1868	Miss Anne Allen, (matron)	P. Epis.	....	3	.....
109	House of the Good Shepherd	Philadelphia, Pa., (22d and Walnut sts.)	1853	1850	Mother Marie des Anges	R. C.	.....	16	1,725
110	Old Ladies' Home of Philadelphia	Philadelphia, Pa., (Frankford ave. and Clearfield st.)	1875	1875	Mrs. Emily Claridge, (president)	Non-sect	1	2	36
111	Pennsylvania Industrial Home for Blind Women ...	Philadelphia, Pa., (3921 Locust st)	1869	1868	Mrs. F. Cheyney, (matron)	Non-sect.	.....	2	54
112	Philadelphia Lying-in Charity and Nurse School	Philadelphia, Pa	1832	1828	.....	Non-sect.	....	...	.....
113	Presbyterian Home for Widows and Single Women in the State of Pennsylvania.	Philadelphia, Pa	1872	1871	Clara A. Lindsay, (secretary)	Presb	.....	...	61
114	Temporary Home for Destitute Women	Pittsburg, Pa., (45 Chatham st) ...	1869	1869	Miss Smith, (matron)	Non-sect.	....	1	1,894
115	Woman's Christian Association of Pittsburgh and Allegheny.	Pittsburg, Pa	1868	1868	Mrs. F. R. Brunot, (president)	Non-sect.	.....	...	.....
116	Home for the Friendless	Scranton, Pa	1873	1871	Mrs. I. I. Owen, (matron)	Non-sect.	0	3	197
117	Home for Aged Women	Providence, R. I	1865	1856	Mrs. Joseph Rogers, (president)	Non-sect.	....	...	101
118	Shelter Home*	Providence, R. I	1839	1839	Phebe Jackson	Non-sect.	(4)		451
119	Holy Communion Church Institute	Charleston, S. C	1871	1867	John Gadsden, M. A., (principal)	P. Epis.	3	5	1,400
120	St. Philip's Church Home	Charleston, S. C., (cor. Queen and Church sts.)	.....	1870	Rev. John Johnson, (rector)	P. Epis.	....	...	40
121	Memphis Bethel	Memphis, Tenn	1872	1867	N. W. Speers	Non-sect.	(25)		1,600
122	The Turner Home	Norfolk, Va., (120 Fenchurch st) ...	1875	1875	Richard L. Page, president	P. Epis	....	...	7

*From Report of the Commissioner of Education for 1875. *a* Number benefitted by the institution. *b* Families assisted, 20,000.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
123	The Cadle Home	Green Bay, Wis	1872	1872	Rt. Rev. J. H. Hobart Brown, S. T. D., (president.)	P. Epis.	2	4	225
124	The Little Sisters of the Poor Home for the Aged	Milwaukee, Wis	0	1876	Sister St. Anselm	R. C.	....	....	51
125	Children's Hospital	Washington, D. C	1870	1870	Eames B. Rankin, (resident physician)	Non-sect.	....	...	.....
126	Epiphany Church Home	Washington, D. C., (1319 H st)	1871	1859	Miss Janette Shriver, (matron)	P. Epis.	....	....	.....

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Woman's Union Mission to Chinese Women and Children.			Contributions and subscriptions.	Needlework	
2	Church Home			Contributions		
3	Union for Home Work			Donations and public entertainments.	Sewing	
4	Young Women's Boarding Home			Payment of board of young women.		
5	Home for the Friendless		Homelessness or vagrancy.	Charity		
6	Atlanta Benevolent Home	No limit	None	Members' dues and contributions.		
7	Appleton Church Home*	2-12		Endowment, contributions, and subscriptions.	Housework and sewing	Good homes are provided.
8	The "Abraham Home"					
9	Chicago Home for Friendless	No limit	Indigence	Private charity	Housework, hand and machine sewing.	Generally adopted.
10	House of the Good Shepherd	7 or over		Labor of inmates, public alms, and appropriations.	Sewing, embroidery, dressmaking, knitting, laundry and house work, &c.	Good situations are found, and they may return to the home when out of employment.
11	Newsboys' and Bootblacks' Home	Under 16	Indigence and homelessness.	Contributions and payment of board.	Chair caning	Efforts are made to find employment and homes for them.
12	Home of the Friendless	Under 16		City and county appropriations, and contributions.	Housework, sewing, &c	
13	Indianapolis Home for Friendless Women		Friendlessness	Contributions and fines collected for certain offences.	Domestic industries	Homes are found for them in respectable families.
14	Old Ladies' Home	60 years of age	Undoubted respectability and inability to support themselves.	By W. S. Culbertson		
15	Home of the Friendless		Friendlessness	Contributions, fines, and labor of inmates.	Sewing, laundry and house work.	
16	Home for the Friendless			Contributions	Housekeeping and sewing	Adoption.

* From Report of the Commissioner of Education for 1875.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
17	Old Ladies' Home*	50 years	$100 admission fee, good health, and pleasant disposition.	Annual subscriptions and contributions.		
18	Mater Dolorosa School	6 years		Payments of pupils	Sewing, knitting, embroidery, tapestry, and fancy needlework.	
19	Convent of the Good Shepherd	No limit		Labor of inmates, donations, and appropriations.	Sewing, embroidery, spinning, weaving, and laundry work.	Returned to friends or provided with situation.
20	French Benevolent and Mutual Aid Association.	Until 50 years		By the members		
21	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.
22	Bangor Children's Home	Boys, under 8	Need of assistance	Endowment, State aid, and contributions.	Sewing and domestic work.	None.
23	Home for Aged Women			Subscriptions and donations.		
24	Home for Aged Women	60 years	Ten years' residence, friendlessness, and poverty.	Subscriptions, donations, &c.		
25	Preble Chapel Sewing School			Voluntary contributions.		
26	Women's Christian Association			Subscriptions and boarders.		
27	Boys' Home	9–18	Destitution and homelessness.	Labor of inmates and contributions.		
28	Home for Fallen Women	No limit	Desire to reform	Contributions	Needlework and housework.	
29	Home for the Aged of the Methodist Episcopal Church.	60 years		Voluntary contributions.		
30	Home of the Friendless	Boys, under 10; girls, under 18.		Contributions	Sewing and housework	Returned to friends, placed in homes or in other institutions.
31	Home for Friendless Children of Eastern Shore of Maryland.	3–8	Destitution and friendlessness.	Contributions and endowment.	Housework and sewing	Outfit of clothing and $50.

32	Baldwin Place Home for Little Wanderers	No limit	Destitution	Voluntary contributions.	Housework and sewing	Placed in homes.
33	Boffin's Bower		Must be girls dependent upon their own efforts for support.	Private subscription		
34	Boston Asylum and Farm School	8–12	Good health, preference given to those born in Boston or vicinity.	Endowment and contributions.	Farming	Provided with good homes or returned to parents.
35	Boston Children's Friend Society	Boys, 1½–7; girls, 1½–12.		Subscriptions, donations, endowment, and board of children.	Housework and sewing	Homes in families or at service, or adoption.
36	Fragment Society			Contributions		
37	Penitent Females' Refuge and Bethesda Societies.	No limit		Endowment, donations, members' fees, and sewing of inmates.	Housework, cooking, and sewing.	
38	Women's Union	15 or over		Contributions, fairs, dinners, &c.	Sewing	
39	Haverhill Children's Aid Society	2 or over		Contributions	None	Adopted or indentured.
40	Old Ladies' Home	60 years	Ten years' residence in the city and payment of $100.	Contributions		
41	Old Ladies' Home	60 years		Contributions		
42	Association for the Relief of Aged Women.	60 and over	Must be respectable American women of New Bedford.	Endowment, members' fees, and contributions.		
43	Ladies' City Mission Society			Contributions		
44	Female Charitable Society			Endowment		
45	Home for Friendless Women and Children	No limit	In need and friendless	Contributions and endowment.	Sewing	
46	Old Ladies' Home	60 years	American birth and 10 years' residence in the city.	Endowment and contributions.		
47	State Public School for Dependent Children.	4–15	Must be dependent or neglected.	Appropriations	Sewing, knitting, baking, engineering, and shoemaking.	Apprenticed.
48	Mission Free School	No limit	Destitution	Contributions by the Church of the Messiah.	Housework and sewing	Placed in homes.
49	St. Joseph's Convent of Mercy		Poverty, sickness, and good character.	Industry of inmates, donations, and pay of patients.	Sewing, house and laundry work.	Placed in families as servants, seamstresses, or governesses.
50	Concord Female Benevolent Association			Endowment, assessments, and contributions.		
51	Invalids' Home			Contributions		
52	Ladies' Charitable Society			Contributions		
53	Social Union			Subscriptions		
54	Home for the Friendless			Contributions	Sewing and housework	
55	House of Shelter	Under 40	Need of reformation	Contributions	Sewing, laundry, and housework.	Adopted, returned to parents, or placed in situations.

* From Report of the Commissioner of Education for 1875.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
56	House of the Good Shepherd		Desire for reformation, or commitment by city authorities.	Labor of inmates, appropriations, and contributions.	Machine sewing, embroidery, &c.	Returned to parents or placed at service.
57	Catholic Home		Good character	Payment of board, &c		
58	Ingleside Home	No limit	Desire for reformation	Contributions, labor of inmates, and endowment.	Laundry work and sewing	Placed in situations or returned to friends.
59	Home for the Friendless	Boys, 2-10; girls, 2-14.	Destitution, friendlessness, and neglect.	Voluntary contributions and endowment.	Housework and sewing	Returned to friends or placed in good homes.
60	St. Luke's Home and Hospital of Newburgh and New Hudson.		In need, or sick and suffering.	Alms		
61	Association for the Relief of Respectable Aged Indigent Females.	60 or over	Poverty		None	None.
62	Baptist Home for Aged and Infirm Persons.		Must be destitute, infirm Baptists.	Contributions		
63	Colored Home	No limit	Must be colored and in need.	Donations, subscriptions, and appropriations.		
64	Female Christian Home		Must be unmarried and of good character.	Contributions and pay of inmates for board and lodging.	None	None.
65	Home for Aged and Infirm Hebrews	Over 65	Must be residents of New York City and have lived in the United States more than 10 years.	Voluntary contributions.		
66	Home for Old Men and Aged Couples	Over 60	Ordinary health and admission fee of $250.	Contributions		
67	Home for the Aged	Over 60	Destitution	Charity		
68	Home for the Aged of the Church of the Holy Communion.		Must belong to the P. E. Church and be too infirm to earn a livelihood.	Subscriptions and donations.		
69	Home for the Friendless, (American Female Guardian Society.)	Boys, under 14	Destitution and homelessness.	Contributions, bequests, and appropriations.	Sewing and housework	Adopted or indentured.
70	Hospital of New York Society for the Relief of the Ruptured and Crippled.	4-14	Crippled and residents of New York City.	Appropriations, contributions, and paying patients.	Sewing, embroidery, &c	

71	Howard Mission and Home for Little Wanderers.	Over 15 months	Must be homeless and neglected, in need of care.	Voluntary contributions.	Sewing	Placed in good homes till 21 years of age.
72	Ladies' Home Missionary Society, (Five Points Mission.)			Appropriations and contributions.		Homes are found for the children.
73	New York House and School of Industry.	No limit	None, except need of employment.	Subscriptions and donations.	Sewing	
74	New York Juvenile Asylum	7-14	Truancy, destitution, disobedience.	City appropriations and contributions.	Shoemaking, baking, farming, and sewing.	Returned to friends.
75	New York Magdalen Benevolent Society	15-25	Desire for reformation	Endowment and contributions.	Housework	
76	New York Society for the Prevention of Cruelty to Children.			Donations and members' dues.		
77	Presbyterian Home for Aged Women	65 years		Endowment, donations, and subscriptions.		
78	St. Barnabas' House		Destitution and homelessness.	Voluntary contributions	Plain sewing	Homes in Christian families.
79	St. John's Guild*		Written endorsement of volunteer visitors after personal examination.	Voluntary contributions		
80	St. Mary's Free Hospital for Children		Sick and needy treatment.	Donations, subscriptions, &c.		
81	St. Vincent's Home for Homeless Boys of all Occupations.	Under 18	Homelessness and destitution.	Donations and pay from inmates.	None	Permanent situations.
82	Shelter for Respectable Girls and Home for Convalescents.		Must be Protestants and of respectable character.	Donations and subscriptions.		
83	The Sheltering Arms	3-12	Homelessness	Voluntary contributions and occasional city appropriations.	Sewing and housework	
84	Trinity Chapel Home	60 or over	Must be a communicant of the church and have resided in the city 3 years.			
85	Woman's Aid Society and Home for Training Young Girls.	No limit	Indigence, friendlessness, and destitution.	Contributions	Housework and handiwork	Permanent positions in Christian families.
86	Woman's Benevolent Society of Calvary Church.		Must be destitute Protestant women.	Voluntary subscriptions	Sewing	
87	Old Ladies' Home	60 or over	Respectability and indigence.	Endowment and contributions.		
88	Church Home of the Protestant Episcopal Church.		Indigence	Subscriptions and donations.	Sewing and knitting	
89	Home for the Friendless	65 and over	Life inmates must be 65 years of age, transient boarders of any age.	Contributions and endowment.		
90	Home for Christian Care	6-14	Poverty and friendlessness	Contributions	Farming and gardening	None.
91	House of the Good Shepherd	No limit	Free from contagious disease.	Voluntary and unsolicited gifts.	Nursing	
92	St. Joseph's Asylum and House of Providence.	2-12		Contributions, fairs, &c.	Manual labor for elder boys.	Adopted, returned to friends, placed on farms or at trades.

* From Report of the Commissioner of Education for 1875.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
93	St. James' Home		Orphanage, destitution, desire for reformation, &c.	Offerings of the congregation of St. James' parish.		
94	Home for the Friendless and Female Guardian Society.		Destitution, desire for reformation, &c.	Donations, contributions, &c.	Sewing	
95	The Children's Home	Under 16	Must be homeless and friendless and surrendered to institution.	Voluntary contributions		Placed in country homes for adoption.
96	Bethel Home		Friendlessness, destitution, or need of temporary home.	Subscriptions, &c.	Sewing	
97	Children's Aid Society and Industrial Home.	5–15	Neglect, destitution, homelessness.	Voluntary contributions	Farming, gardening, and housework.	Permanent homes.
98	Working Woman's Home	Under 30	Good moral character	Payment of board and contributions.	None	
99	City Infirmary of Cincinnati	No limit		By the city	Sewing, farming, &c	
100	Home for Friendless Women		Homelessness and friendlessness.	Contributions		Adopted in Christian families.
101	Magdeleine Asylum, (Sisters of the Good Shepherd.)	8 or over		Needlework and charity	Housework and needlework.	
102	Pittsburg and Allegheny Home for the Friendless.	Boys, under 8; girls, under 13.	Neglect, desertion, or destitution.	Endowment and contributions.		
103	Widows' Home of Allegheny City	No limit	Must be poor widows	By very moderate rents for rooms.		
104	Home for the Friendless	Over 1½	Neglect, desertion, destitution, &c.	Voluntary contributions	Sewing and housework	Adopted.
105	Home for the Friendless	Girls, 5 years; old ladies, 60.		Contributions from city and county.	Household industries	Homes in good Christian families.
106	Home for Aged and Infirm Colored Persons	Over 50	Payment of $100	Annual contributions	Sewing	
107	Home for Aged and Infirm of the Methodist Episcopal Church.	60 years	Five years' residence in Philadelphia.	Voluntary contributions		
108	Home for the Homeless			Donations and subscriptions		
109	House of the Good Shepherd	13–50		Labor of inmates and contributions.	Hand and machine sewing	Returned to parents or guardians.
110	Old Ladies' Home of Philadelphia	65 years	Good moral character	Admission fees and contributions.		

111	Pennsylvania Industrial Home for Blind Women.	No limit		Endowment, appropriations, and contributions.	Cane seating, basket and brush making, knitting, and sewing.	
112	Philadelphia Lying-in Charity and Nurse School.			Voluntary contributions	Nursing	
113	Presbyterian Home for Widows and Single Women in the State of Pennsylvania.			Endowment and contributions.		
114	Temporary Home for Destitute Women	No limit	Destitution	Donations	Baking, laundry and housework, and sewing.	
115	Woman's Christian Association of Pittsburgh and Allegheny.			Voluntary subscriptions	Housework	
116	Home for the Friendless	No limit	Friendlessness	Contributions	None	Indentured.
117	Home for Aged Women	60 years	Residence for 10 consecutive years in the city and an admission fee of $100.	Contributions		
118	Shelter Home*	3 years		Contributions	Housework and sewing	Placed in homes.
119	Holy Communion Church Institute	10–17		Contributions and payments from pupils.	None	Positions sought for them in business, and scholarships at college for 5 or 6 annually.
120	St. Philip's Church Home		Belonging to the P. E. Church.	By St. Philip's Church		
121	Memphis Bethel	No limit	Poverty	Contributions, concerts, and exhibitions.	Sewing	None.
122	The Turner Home	Over 40	Must be infirm and indigent women of Norfolk.	Endowment and contributions.	None	None.
123	The Cadle Home		Orphanage, sickness, destitution, homelessness, &c.	Contributions	Sewing, knitting, and housework.	Adopted in homes.
124	The Little Sisters of the Poor Home for the Aged.	60 years		By soliciting alms daily from house to house.		
125	Children's Hospital	1–16	Disease	Government appropriations and subscriptions.		
126	Epiphany Church Home		Destitution	Contributions	Sewing	

*From Report of the Commissioner of Education for 1875.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Woman's Union Mission to Chinese Women and Children.	.....	$987	$926	(53)																
2	Church Home	.....	1,600	.....	1	5	6	0	6	0	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
3	Union for Home Work	$0	5,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		600	.....
4	Young Women's Boarding Home	.....	6,139	5,988	.....	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		150	.....
5	Home for the Friendless	1,300	.....	.....	(33)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
6	Atlanta Benevolent Home	1,000	2,500	2,300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
7	Appleton Church Home*	.....	.....	2,179	0	22	22	0	22	0	11	10	1	20	20	20	9	20		100	0
8	The "Abraham Home"	.....	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
9	Chicago Home for Friendless	3,000	.....	12,329	(1,105)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
10	House of the Good Shepherd	.....	1,500	1,500	0	219	218	1	21	198	.....	.....	.....	100	95	90	.....	6		.....	.....
11	Newsboys' and Bootblacks' Home	0	2,500	5,000	50	.....	50	.....	17	33	.....	.....	.....	20	20	20	.....	.....		330	.....
12	Home of the Friendless	a10,000	1,500	.....	.....	14	14	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
13	Indianapolis Home for Friendless Women	5,000	1,350	1,350	0	15	15	0	.....	.....	0	0	0	.....	.....	.....	.....	.....		.....	.....
14	Old Ladies' Home	.....	.....	4,000	.....	21	21	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
15	Home of the Friendless	0	1,770	1,708	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
16	Home for the Friendless	.....	3,804	3,391	8	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		150	25
17	Old Ladies' Home*	5,000	1,185	2,213	0	14	14	0	7	7	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
18	Mater Dolorosa School	.....	.....	.....	45	51	96	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
19	Convent of the Good Shepherd	0	12,000	12,000	.....	270	246	24	200	.....	30	40	0	.....	.....	.....	0	0		500	.....
20	French Benevolent and Mutual Aid Association	.....	11,915	11,017	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
21	Newsboys' Lodging House*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
22	Bangor Children's Home	43,000	4,500	4,500	10	33	43	0	38	5	14	29	.....	36	20	.....	0	43		250	.....
23	Home for Aged Women	25,000	2,000	2,000	0	9	9	0	9	0	.....	.....	.....	.....	.....	.....	.....	.....		0	.....
24	Home for Aged Women	17,000	2,950	2,720	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
25	Preble Chapel Sewing School	.....	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
26	Women's Christian Association	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		75	.....
27	Boys' Home	0	10,000	10,000	56	.....	56	.....	.....	.....	30	26	.....	56	56	56	.....	.....		1,000	25
28	Home for Fallen Women	0	1,178	1,178	.....	9	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....		50	.....
29	Home for the Aged of the Methodist Episcopal Church.	0	8,930	8,930	4	32	36	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....

30	Home of the Friendless		12,733	12,642	84	37	121	0						90	75	90		90		
31	Home for Friendless Children of Eastern Shore of Maryland.	6,000	2,909	1,828		20	20	0	20			5	13		20	14	19				
32	Baldwin Place Home for Little Wanderers	40,000	25,000	25,000	59	37	94	2	82	14	48	48			72	30	30	0	72	250	60
33	Boffin's Bower	1,700	2,380	2,380									1							300	
34	Boston Asylum and Farm School	100,000	11,000	13,500	101	0	101	0	88	13	28	52	0	101	101	101	0	101	800	0
35	Boston Children's Friend Society	22,300	6,436	6,222	19	49	65	3	29	39	27	31		42	21	32		68		
36	Fragment Society	9,310	1,626	1,626																
37	Penitent Females' Refuge and Bethesda Societies.	20,000	4,800	4,000		23	23	0						23	23	23				
38	Women's Union				0														300	25
39	Haverhill Children's Aid Society	5,000	3,458	3,458	8	3			1	10		6							0	
40	Old Ladies' Home	12,000	800			7	7													
41	Old Ladies' Home					23			19	4										
42	Association for the Relief of Aged Women	20,000	3,300	3,300	0	54	49	5	54	0										
43	Ladies' City Mission Society	800		2,500															400	
44	Female Charitable Society	1,600	100																	
45	Home for Friendless Women and Children																			
46	Old Ladies' Home	12,000	1,800	1,300		10	10	0												
47	State Public School for Dependent Children		215,000	210,675	201	54	242	13	168	87	45	127	30	184	75	150	38	125	700	
48	Mission Free School			2,500	11	7					4	14								
49	St. Joseph's Convent of Mercy	0			20	100	117	3			47			27	27	27			600	
50	Concord Female Benevolent Association																			
51	Invalids' Home	0		800	0	3	3	0	3											
52	Ladies' Charitable Society		60	60																
53	Social Union	0		500																
54	Home for the Friendless				36	12	48	0	28	20	33	6	0	41	30	32	6	42		
55	House of Shelter			3,541	0	24	24	0	14	10				24	24	24	0	0	200	0
56	House of the Good Shepherd		59,935	59,575		250	250		50	200	21	34		85	85	85			340	75
57	Catholic Home	0				14	14	0												
58	Ingleside Home	3,000	3,487	3,471		29	29												250	200
59	Home for the Friendless	15,478	3,815	3,484	30	19	49	0	24	25	6	36	1	36	24	38	0	49	236	
60	St. Luke's Home and Hospital of Newburgh and New Hudson.			1,500	1	2	3		2	1										
61	Association for the Relief of Respectable Aged Indigent Females.					66	66	0						0	0	0	0	0		
62	Baptist Home for Aged and Infirm Persons	0	10,000	10,000																
63	Colored Home		27,629	24,205																
64	Female Christian Home	0	8,811	8,811	0	32	32	0	20	12	22	10	0							
65	Home for Aged and Infirm Hebrews	15,000	18,500	14,992	30	60	90	0	0	90									300	0
66	Home for Old Men and Aged Couples	11,400	8,353	8,217	12	7			15	4									175	
67	Home for the Aged		11,160	13,266															100	
68	Home for the Aged of the Church of the Holy Communion.	0	3,000	3,200		14	14													
69	Home for the Friendless, (American Female Guardian Society.)	0	73,174	66,423	54	90	144	0	31	113	64	80	0						1,900	0
70	Hospital of New York Society for the Relief of the Ruptured and Crippled.		42,295	42,295	80	90	170	0	47	123	16	55							330	33
71	Howard Mission and Home for Little Wanderers.	0	20,000	19,893	6	0	6	0	6	0	6	0	0		0	0	0	0	0	0
72	Ladies' Home Missionary Society, (Five Points Mission.)	0	19,175	17,416	32	53	85	0	19	66	0	34		85	85	85		6	1,400	50

* From Report of the Commissioner of Education for 1875.

a Value of real estate.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Concluded.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.														Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
73	New York House and School of Industry	$20,000						0												
74	New York Juvenile Asylum		$94,000	$93,500	656	122	758	20	380	398	194	327	....	778	500	620			1,000	13
75	New York Magdalen Benevolent Society	50,000	11,512	11,591		65	63	2	31	34	25	40	....	23	23	23			250	....
76	New York Society for the Prevention of Cruelty to Children.		7,793	6,871																
77	Presbyterian Home for Aged Women	40,000	16,464	14,254		48	48	0												
78	St. Barnabas' House		9,570	8,564	42	56	98	0	98	0	6	10	....	70	50	20				
79	St. John's Guild*	0	42,764	42,677																
80	St. Mary's Free Hospital for Children		6,462	6,225	(26)															
81	St. Vincent's Home for Homeless Boys of all Occupations.	0	9,351	10,124	200	0	194	6	140	60	34	26	0	120	100	120	0	30	200	50
82	Shelter for Respectable Girls and Home for Convalescents.	0	2,500	3,000		18	18													
83	The Sheltering Arms	3,500	17,068	19,839	63	71	134	0	58	76	2	88	0	114	110	110	0	120	500	90
84	Trinity Chapel Home					12														
85	Woman's Aid Society and Home for Training Young Girls.	0	4,500	4,500	0	9	9	0												
86	Woman's Benevolent Society of Calvary Church	580	1,924	1,343		175													350	....
87	Old Ladies' Home	23,000	2,446	1,910		15			12	3										
88	Church Home of the Protestant Episcopal Church.	2,300	4,883	4,739	(34)		33	1			2	....	0							
89	Home for the Friendless	6,000	5,108	5,511	0	47	46	1												
90	Home for Christian Care	0	3,218	3,215	10	4	14	0	13	1	....	6	....	14	9	12				
91	House of the Good Shepherd		3,600	3,600	10	19	25	4												
92	St. Joseph's Asylum and House of Providence	0	9,308	9,308	90		90				20	51	2	70	60	70				
93	St. James' Home	0	500																	
94	Home for the Friendless and Female Guardian Society.		2,518	2,436																
95	The Children's Home	60,000	8,000	8,000	25	20	45	0	15	30	3	7	2	22	15	18			50	....
96	Bethel Home																			

97	Children's Aid Society and Industrial Home		a1, 800	a1, 800	33	5	37	1						38	20	25		38	200		
98	Working Woman's Home	5, 000	10, 000	10, 000		48	48	0											350	50	
99	City Infirmary of Cincinnati	0		83, 702	398	204	575	27	200	402									0		
100	Home for Friendless Women																				
101	Magdeleine Asylum, (Sisters of the Good Shepherd.)				0	52	52	0	39	13		17		16	10	13					
102	Pittsburg and Allegheny Home for the Friendless.		10, 194	8, 014	38	42								42	20	24					
103	Widows' Home of Allegheny City	0				b40		2													
104	Home for the Friendless	0	10, 124	10, 124	28	23	51	0	36	12	15	20	4	32	32	32		51	220	20	
105	Home for the Friendless	0	2, 000	2, 000	0	30	30	0	30	0				30	30	30			50		
106	Home for Aged and Infirm Colored Persons	20, 000	7, 000	7, 000	11	61	0	72													
107	Home for Aged and Infirm of the Methodist Episcopal Church	10, 000		10, 000	7	87			79	15											
108	Home for the Homeless			1, 600		12		12													
109	House of the Good Shepherd					190	190	0	160	30	60	37									
110	Old Ladies' Home of Philadelphia	0	c8, 737	c8, 383	0	31	31	0													
111	Pennsylvania Industrial Home for Blind Women	24, 000	13, 600	11, 677		30	30												70		
112	Philadelphia Lying-in Charity and Nurse School	5, 000																	60		
113	Presbyterian Home for Widows and Single Women in the State of Pennsylvania.	21, 000																			
114	Temporary Home for Destitute Women	5, 000																			
115	Woman's Christian Association of Pittsburgh and Allegheny.		175, 000		0			0													
116	Home for the Friendless	0	5, 980	4, 631	14	12	25	1											0	0	
117	Home for Aged Women	42, 789				39															
118	Shelter Home*				20	26	0	46	46	0	7	12	10	38	13	28	1				
119	Holy Communion Church Institute	20, 000	16, 000		193	0	193	0			10	78	0	193	193	193	0	193	300	300	
120	St. Philip's Church Home				1	30	31		31												
121	Memphis Bethel	0			50	100	150	0											0	0	
122	The Turner Home	500	350	375	0	7	7	0	7	0									0		
123	The Cadle Home		2, 724	2, 873	12	18	25	d5	22	8	3	5	1	10	4	5			50		
124	The Little Sisters of the Poor Home for the Aged.	0																			
125	Children's Hospital				13	9	16	6	18	4											
126	Epiphany Church Home		2, 364	2, 364		14	14	0													

*From Report of the Commissioner of Education for 1875. a For six months. b Forty families of widows. c For first 18 months. d Indians.

List of orphan asylums, soldiers' orphans' homes, infant asylums, industrial schools, and miscellaneous charities, from which no information has been received.

Name.	Location.
PART 1.—ORPHAN ASYLUMS.	
Male Orphan Asylum and Industrial School	Mobile, Ala.
Roman Catholic Female Orphan Asylum	Mobile, Ala., (cor. Conti and Claiborne sts.)
Roman Catholic Male Orphan Asylum	Mobile, Ala., (La Fayette st., north of Dauphin way.)
Sheltering Arms	Mobile, Ala.
Cobbs' Orphan Asylum	Montgomery, Ala.
Sacramento Protestant Orphan Asylum	Sacramento, Cal.
Ladies' Protection and Relief Society	San Francisco, Cal.
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.
St. Mary's Orphan Asylum	New Haven, Conn.
Female Orphan Asylum	Wilmington, Del.
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 Asylum of St. Boniface Church	Quincy, Ill.
German Protestant Orphan Asylum	Indianapolis, Ind.
St. Ann's Orphan Asylum	Vincennes, Ind.
Kansas Orphan Asylum and Home for Friendless Children	Leavenworth, Kans.
St. Vincent's Orphan Asylum	Leavenworth, Kans.
German Orphan Asylum	Covington, Ky.
St. John's Orphan Asylum	Covington, Ky.
Louisville Presbyterian Orphan Asylum	Louisville, Ky., (211 5th st.)
Masonic Widows' and Orphans' Home	Louisville, Ky.
Presbyterian Orphan Home	Louisville, Ky., (606 Preston st., near St. Catherine.)
Protestant Episcopal Orphan Asylum	Louisville, Ky.
St. Joseph's 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 sts.)
Beauregard Asylum	New Orleans, La., (Pauline, bet. St. Claude and Rampart sts.)
New Orleans Orphan Asylum	New Orleans, La., (Camp and Clio sts.)
Orphans' Home	New Orleans, La., (7th st., bet. Magazine and Constance.)
Poydras Asylum	New Orleans, La., (Magazine st., bet. Leontine and Peters aves.)
Protestant Episcopal Children's Home	New Orleans, La., (St. Charles st., 6th dist.)
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 st.)
Annapolis Orphan Asylum	Annapolis, Md.
St. Francis Orphan Asylum for Colored Children	Baltimore, Md., (cor. Chase st. and Forest place.)
The Orphan Asylum of St. Paul's Church	Baltimore, Md.
St. Patrick's Orphan Asylum	Lawrence, Mass.
German Orphan Asylum, (Sisters of St. Benedict)	St. Paul, Minn.
St. Joseph's Orphan Asylum	St. Paul, Minn.
St. Mary's Orphan Asylum	Natchez, Miss.
Home of the Guardian Angel	St. Louis, Mo.
Mulanphy Orphan Asylum for Females	St. Louis, Mo.
Protestant Orphan Asylum, (German)	St. Louis, Mo.
St. Joseph's Half-Orphan Asylum	St. Louis, Mo.
St. Philomena Orphan Asylum and School	St. Louis, Mo.
St. Joseph's Orphan Asylum	Brooklyn, 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 ave. and 52d st.)
County Almshouse, (orphans' department)	Onondaga Hill, N. Y.
St. Mary's Orphan Asylum	Rondout, N. Y.
St. Joseph's Asylum	Syracuse, N. Y.
St. Mary's Orphan Asylum	Syracuse, N. Y.
St. John's Orphan Asylum for Girls	Utica, N. Y.
St. Vincent's Male Orphan Asylum	Utica, N. Y.
Colored Orphan Asylum	Cincinnati, Ohio.
House of Preservation of Children	Cincinnati, Ohio.
St. Aloysius Orphan Asylum	Cincinnati, Ohio.

List of orphan asylums, soldiers' orphans' asylums, &c.—Continued.

Name.	Location.
PART 1.—ORPHAN ASYLUMS—Concluded.	
German Orphan Asylum	Cleveland, Ohio.
St. Vincent's Male Orphan Asylum	Cleveland, Ohio.
Asylum of Franciscan Sisters	Delphos, Ohio.
German Catholic Orphan Asylum	Allegheny, Pa.
Protestant Orphan Asylum	Allegheny, Pa.
St. James' Orphan Asylum	Lancaster, Pa.
Foster Home Association	Philadelphia, Pa.
St. John's Male Orphan Asylum	Philadelphia, Pa.
St. Joseph's Roman Catholic Orphan Asylum	Philadelphia, Pa., (1720 Race st.)
St. Vincent's Orphan Asylum	Philadelphia, Pa., (18th and Wood sts.)
Allegheny County Home	Pittsburg, Pa.
Home for Friendless Children	Wilkes-Barre, Pa.
Children's Friends' Society	Providence, R. I.
St. Aloysius Orphan Asylum	Providence, R. I.
Boys' Orphan Asylum, (Roman Catholic)	Charleston, S. C., (77 Cannon st.)
Catholic Female Orphan Asylum	Charleston, S. C., (cor. Meeting and Chalmers sts.)
Charleston Orphan Asylum	Charleston, S. C.
Palmetto Orphan Asylum	Columbia, S. C.
Church Orphans' Home	Memphis, Tenn.
County Asylum, (orphans' department)	Nashville, Tenn.
Protestant House of Industry	Nashville, Tenn.
St. Mary's Orphan Asylum	Norfolk, Va.
St. Paul's Orphan Asylum	Norfolk, Va.
St. Mary's Orphan Asylum	Elm Grove, Wis.
Taylor Orphan Asylum	Racine, Wis.
St. Vincent's Female Orphan Asylum	Washington, D. C.
Washington City Orphan Asylum	Washington, D. C.
St. Genovefa Female Orphan Asylum	Vancouver, Wash. Ter.
St. Vincent's Male Orphan Asylum	Vancouver, Wash. Ter.
PART 2.—SOLDIERS' ORPHANS' HOMES.	
Union Orphan Asylum	Baltimore, Md.
Union Home and School	New York, N. Y.
Soldiers' Orphan Home	Andersonburgh, Pa.
The National Homestead	Gettysburg, Pa.
National Soldiers' and Sailors' Orphans' Home	Washington, D. C.
PART 3.—INFANT ASYLUMS.	
St. Vincent's Infant Asylum	New Orleans, La., (cor. Magazine and Race sts.)
St. Vincent's Infant Asylum	Baltimore, Md., (cor. Townsend and Division sts.)
St. Mary's Asylum for Foundlings and Infants	Buffalo, N. Y.
The New York Foundling Asylum Society	New York, N. Y., (58th st.)
St. Vincent's Home	Philadelphia, Pa.
PART 4.—INDUSTRIAL SCHOOLS.	
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 Home of the Ladies' Relief Association	Baltimore, Md.
St. Vincent's Industrial School	Newark, N. J.
St. Vincent's Industrial School	Albany, N. Y.
Brooklyn Industrial School	Brooklyn, N. Y., (1 Concord st.)
Martha Industrial School	Buffalo, N. Y.
Industrial School	New York, N. Y., (25th st., cor. 8th ave.)
St. Vincent de Paul's Industrial School	New York, N. Y., (343 West 42d st.)
School for Nurses, Charity Hospital, B. I	New York, N. Y., (cor. 3d ave. and 11th st.)
Boys' Home of Industry	Rochester, N. Y.
St. John's Industrial School	Syracuse, N. Y.
Mary Warren Free Institute	Troy, N. Y.
Industrial School of Guardian Angels	Cincinnati, Ohio.
Home of Industry	Allegheny, Pa.
Industrial School	Charleston, S. C.
Protestant House of Industry	Nashville, Tenn.
PART 5.—MISCELLANEOUS CHARITIES.	
Magdalen Asylum	San Francisco, Cal., (Porter's ave., near 21st st.)
Home of the Friendless	Fairhaven, Conn., (Clinton ave., cor. Pine st.)
Hebrew Widows' and Orphans' Society	Hartford, Conn.

List of orphan asylums, soldiers' orphans' homes, &c.—Concluded.

Name.	Location.
PART 5.—MISCELLANEOUS CHARITIES—Concluded.	
House of Shelter	Hartford, Conn.
Asylum of the Immaculate Conception	New Orleans, La., (350 Chartres st.)
Home for the Destitute	New Orleans, La., (Magnolia and Lafayette streets.)
Home of the Good Shepherd	Baltimore, Md., (corner Mount and Hollis streets.)
The Henry Watson Children's Aid Society	Baltimore, Md.
Home for the Friendless	Detroit, Mich.
House of Shelter	Detroit, Mich.
Lutheran Orphan Asylum and Hospital	Kirkwood, Mo.
Home of the Friendless, or Old Ladies' Home	St. Louis, Mo.
St. Stephen's Home	Buffalo, N. Y.
St. Johnland	Long Island, N. Y., (Smithtown.)
Girls' Lodging House	New York, N.Y., (27 St. Mark's place.)
Home for Friendless Girls	New York, N. Y., (7th avenue, corner W. 13th street.)
Home for the Aged and Infirm, (Chapin Home)	New York, N. Y., (E. 66th street, between Lexington and 3d avenues.)
Industrial Home for Women	New York, N. Y., (223 E. 31st street.)
Newsboys' Lodging House	New York, N. Y., (9 Duane street.)
Peabody Home for Aged Women	New York, N. Y., (33d street and Lexington avenue.)
Children's Home	Rochester, N. Y.
The House of the Good Shepherd	Stony Point, N. Y.
St. Luke's Home, with hospital department	Utica, N. Y.
Union Bethel and Newsboys' Home	Cincinnati, Ohio.
Church Home	Allegheny, Pa.
Aimwell School Association	Philadelphia, Pa.
Church Home	Pittsburg, Pa.
St. John's Hospital for Children	Washington, D. C.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
PART 1.—ORPHAN ASYLUMS.		
Roman Catholic Orphan Asylum	Denver, Colo	Not in existence.
Fitch's Orphans' Home	Darien, Conn	Now a boarding school for both sexes. (See Fitch's Home School, Noroton, Conn., Table VI, Part 3.)
Roman Catholic Asylum	Fort Wayne, Ind	Not in existence.
Community of the Poor Handmaids of Jesus Christ.	Hesse Cassel, Ind	Not an orphan asylum.
State Almshouse, (orphans' department.)	Hampden County, Mass.	Almshouse abolished.
State Almshouse, (orphans' department.)	Plymouth County, Mass	Now a prison.
Orphan Asylum	Shakopee, Minn	Closed.
Orphan Asylum of the Infant Jesus	Hathaway, Mo	See Evang. Luth. Orphan Home, Des Pères, (identical.)
Orphan Asylum of the Church of the Holy Trinity.	Brooklyn, N. Y., E. D	See Orphans' Home, (identical.)
St. Joseph's Boys' Orphan Asylum	Buffalo, N. Y., (Limestone Hill.)	See Catholic Protectory for Boys, Table XXII, (identical.)
Sisters of St. Dominick's Orphan Asylum	New York, N. Y	Not found.
German Orphan Asylum	Utica, N. Y	Not found.
Orphan Asylum	Mars Hill, N. C	Closed.
St. Joseph's Orphan Asylum	Cleveland, Ohio	A branch of St. Mary's Orphan Asylum and included in its statistics.
Oberlin Orphan Home	Oberlin, Ohio	Closed.
Orphan Asylum	Burlington, Vt	See Providence Orphan Asylum, (identical.)
Methodist Orphan Asylum	Norfolk, Va	Not in existence.
Protestant Orphan Asylum	Milwaukee, Wis	See Milwaukee Orphan Asylum, (identical.)
St. Joseph's Orphan Asylum	Milwaukee, Wis	A branch of St. Rose's Orphan Asylum and included in its statistics.
PART 2.—SOLDIERS' ORPHANS' HOMES.		
Soldiers' Orphans' Home	Mansfield, Conn	Not found.
Soldiers' Orphans' Home	Cedar Falls, Iowa	United with that at Davenport.
Soldiers' Orphans' Home	Trenton, N. J	Closed.
Soldiers' Orphan School	Titusville, Pa	Closed.

TABLE XXI.—*Memoranda*—Concluded.

Name.	Location.	Remarks.
PART 3.—INFANT ASYLUMS.		
Nursery of the Church of the Holy Communion.	New York, N. Y	See Babies' Shelter and Day Nursery, (identical.)
Infants' Nursery and Hospital	Randall's Island, N. Y	Discontinued.
PART 4.—INDUSTRIAL SCHOOLS.		
Orphan Girls' Home	Chicago, Ill	Not found.
St. Mary's Industrial School for Boys	Boston, Mass	Not in existence.
Industrial School of the Convent of Mercy.	Greenbush, N. Y	Closed.
Children's Aid Society Industrial School.	New York, N. Y., (rear 120 W. 16th street.)	Included in report of Children's Aid Society Industrial Schools, 19 E. 4th street.
Industrial School	New York, N. Y., (306 4th st., cor. Avenue C.)	
Industrial School	New York, N. Y., (93 Crosby street.)	
Industrial School and Boys' Lodging-House.	New York, N. Y., (709 E. 11th street.)	
Woman's Educational and Industrial Society Training School.	New York, N. Y., (47 E. 10th street.)	Removed, not found.
Trinity Church Industrial School	Rondout, N. Y	Closed.
Industrial School	Cincinnati, Ohio	See Protestant Industrial School, (identical.)
PART 5.—MISCELLANEOUS CHARITIES.		
Sheltering Arms	Mobile, Ala	Closed.
Trinity Church Home	New Haven, Conn	Only a parish day school.
St. Vincent's House of Providence	Chicago, Ill	Not found.
Asylum and Manual Labor School	La Fayette, Indiana	See St. Joseph Male Orphan Asylum, Part I, (identical.)
Boston Fatherless and Widows' Society.	Boston, Mass	Not an asylum or school.
Ladies' Home Society	New York, N. Y	See Baptist Home for Aged and Infirm Persons, (identical.)
New York Juvenile Asylum House of Reception.	New York, N. Y	Included in statistics of New York Juvenile Asylum.
Cleveland Industrial School	Cleveland, Ohio	See Cleveland Children's Aid Society and Home, (identical.)
Bishop Potter Memorial House	Philadelphia, Pa	Not an asylum or school.
Home for the Friendless	Pittsburg, Pa	See Allegheny City.

TABLE XXII.—*Statistics of reform schools for* 1876;

	Name.	Location.	Date of establishment.	Control.
	1	2	3	4
1	Connecticut Industrial School for Girls	Middletown, Conn	1870	Directors
2	Chicago Industrial and Reform School	Chicago, Ill	1863	R. C. Bishop
3	Illinois State Reform School	Pontiac, Ill	1871	State
4	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind	1873	State
5	Indiana House of Refuge	Plainfield, Ind	1868	State
6	Iowa Reform School	Eldora, Iowa	1868	State
7	Girls' dep't of the Iowa Reform School	Salem, Iowa	1873	State
8	House of Refuge	Louisville, Ky	1865	Municipal
9	Maine State Reform School	Cape Elizabeth, Me	1850	State
10	House of Refuge	Baltimore, Md., (box 875)	1855	State and municipal.
11	House of Reformation and Instruction for Colored Children.	Cheltenham, Md	1873	State and municipal.
12	Maryland Industrial School for Girls	Orange Grove Station, B. & O. R. R., Md.	1867	Directors
13	City Almshouse School	Boston, Mass	1868	Municipal
14	House of Reformation	Boston, Mass	1827	Municipal
15	State Industrial School for Girls	Lancaster, Mass	1856	State
16	Lawrence Industrial School	Lawrence, Mass	1874	Municipal
17	House of Employment and Reformation for Juvenile Offenders.	Lowell, Mass	1851	Municipal
18	State Primary School	Palmer, Mass	1854	State
19	Plummer Farm School of Reform for Boys	Salem, Mass	1870	Private
20	State Reform School	Westboro', Mass	1847	State
21	Worcester Truant Reform School	Worcester, Mass	1863	Municipal
22	Detroit House of Correction	Detroit, Mich	1861	Municipal
23	Michigan Reform School	Lansing, Mich	1859	State
24	Minnesota State Reform School*	St. Paul, Minn	1868	State
25	Catholic Protectorate	Glencoe, Mo	1872	Private
26	House of Refuge*	St. Louis, Mo	1854	Municipal
27	State Reform School	Manchester, N. H	1855	State
28	State Industrial School for Girls	Ewing Township, N. J	1871	State
29	New Jersey State Reform School	Jamesburgh, N. J	1865	State
30	Catholic Protectory for Boys	Buffalo, N. Y., (Limestone Hill.)	1866	Private
31	Truant Home of the City of Brooklyn	Jamaica, N. Y	1853	Municipal
32	Evening School in Midnight Mission	New York, N. Y., (260 Greene st.)	1876	Trustees
33	Home for Fallen and Friendless Girls	New York, N. Y., (86 W. Fourth st.)	1865	Board of managers
34	Home School	New York, N. Y., (110 Second ave.)	1845	Board of managers
35	House of the Holy Family Association for Befriending Children and Young Girls	New York, N. Y., (136 Second ave.)	1867	Private
36	New York House of Refuge	New York, N. Y., (Station L, Harlem.)	1825	State
37	Western House of Refuge	Rochester, N. Y	1849	State
38	New York Catholic Protectory	Westchester, N. Y	1863	State
39	Cincinnati House of Refuge	Cincinnati, Ohio	1850	Municipal
40	Girls' Industrial Home	Delaware, Ohio	1869	State
41	State Reform Farm School	Lancaster, Ohio	1858	State
42	Toledo House of Refuge and Correction	Toledo, Ohio	1875	Municipal
43	Pennsylvania Reform School	Morganza, Pa	1854	State and county
44	House of Refuge, (colored department)	Philadelphia, Pa	1850	State
45	House of Refuge, (white department)	Philadelphia, Pa	1826	State
46	Sheltering Arms*	Wilkinsburgh, Pa	1873	Ladies' Chr'n Ass'n
47	Providence Reform School	Providence, R. I	1850	Municipal
48	Vermont Reform School	Vergennes, Vt	1865	State
49	Wisconsin Industrial School for Boys	Waukesha, Wis	1860	State
50	Girls' Reform School *a*	Washington, D. C	1873	Trustees
51	Reform School of the District of Columbia	Washington, D. C	1870	United States

* From Report of the Commissioner of Education for 1875.

from replies to inquiries by the United States Bureau of Education.

Superintendent.	Number of teachers, officers, and assistants.		Conditions of commitment.		
			Age.	Other conditions.	
	M.	F.			
5	6	7	8	9	
S. N. Rockwell	4	12	8–16	Vicious inclinations, petty crimes, and danger of habitual immorality.	1
Rev. Brother Albian	6	4	8–21	Homeless orphans, petty offences, abandoned or committed by parents.	2
J. D. Scouller, M. D	11	6	8–16	Committed for crime only	3
Sarah J. Smith	2	5	12–15	Vicious and incorrigible conduct	4
James O'Brien	18	8	6–16	Vagrancy, incorrigibility, larceny, &c	5
Charles Johnson	7	5	8–16	Larceny, vagrancy, incorrigibility, &c	6
L. D. Lewelling	2	4	Under 16		7
P. Caldwell	12	8	6–16	Committed by parents or guardians through managers.	8
Eben Wentworth	6	9	8–16	Any offence amenable to law except murder	9
Charles A. Leas, M. D	18	5	5–16	Vagrancy, larceny, vicious conduct*	10
John W. Horn	9	4	7–16	Crime, vagrancy, incorrigibility, and need of care.	11
John E. Rowe		2	9–18	Vagrancy, incorrigibility, &c	12
Guy C. Underwood	4	3	5–21	Neglected children committed by courts and pauper children permitted by board of directors.	13
Guy C. Underwood	9	2	7–17	Truancy, vagrancy, larceny, and juvenile delinquencies.	14
Loring Lothrop	3	17	7–17	Commitment by court, vagrancy, viciousness, neglect, &c.	15
N. Porter Brown	2	3	8–16	Commitment for mild offences, truancy, &c	16
Lorenzo Phelps	1	0	7–17	Truancy, larceny, vagrancy, and stubbornness*	17
James H. Bradford	30	12	3–16	Petty crime and poverty*	18
Charles A. Johnson	2	3	8–15	Idle and vagrant boys belonging to Salem	19
Allen G. Shepherd	23	20	7–17		20
John Farwell		1	7–16	Truancy	21
M. V. Borgman	26	10		Misdemeanors	22
Frank M. Howe	10	6	8–16	Offences amenable to law	23
Rev. J. G. Riheldoffer, D. D.	2	4	Under 16	Commitment by courts	24
Brother Leo	6	0	10–18		25
John D. Shaffer	15	6	3–16	Being abandoned, guilty of crime or misdemeanor, or incorrigible.	26
John C. Ray	6	7	7–17		27
H. F. Perry, (matron)		4	8–16	Conviction of some offence	28
James H. Eastman	15	10	8–16	Offences against the law, vagrancy, and incorrigibility.	29
Rev. Thomas F. Hines	5	11			30
Jared Clark	1	1	8–14	Truancy	31
J. L. Jones		1	14–50	None; voluntary application	32
A. R. Wetmore, (chairman.)		2		None; voluntary application	33
Alicia K. Pearson		1	12–		34
Mrs. Mary C. D. Starr		4	12 & over	In need of reformation, or in danger from evil associations.	35
Israel C. Jones	4	12	Under 16	Crime, vagrancy, and disorderly conduct	36
Levi S. Fulton	23	11	8–18	Committed by court for larceny, vagrancy, &c	37
Brother Hugh and Mother M. Regina.	47	11	7–14	Truancy, vagrancy, and petty crime	38
H. A. Monfort	10	7	6–16	Larceny, vagrancy, incorrigibility, disorderly conduct, &c.	39
Dr. John Nichols	6	23	7–16	Good health	40
G. E. Howe	25	15	Under 16	All classes of offences against the laws	41
James M. Waddick	4	1	6–16	Petty offences	42
George A. Shallenberger	20	10	6–20	Incorrigibility, vicious conduct, petty crime, &c.	43
J. Hood Laverty	5	7	7–16	Incorrigible or vicious conduct, or vagrancy	44
W. Alex. Bulkley	8	15			45
Hessy R. Miller, (matron)		1			46
Martin L. Eldridge	11	8	Under 18	Larceny, vagrancy, truancy, &c	47
William G. Fairbank	6	8	10–16	Committed by parent or guardian	48
A. D. Hendrickson	18	17	10–16	Petit larceny or misdemeanor, vagrancy incorrigibility, &c.	49
				Neglect, ill-treatment, vagrancy, prostitution, vicious life, &c.	50
F. W. Howe	6	6	Under 16	Committed until reformed or during minority	51

a Not yet reopened; waiting for a congressional appropriation for buildings.

TABLE XXII.—*Statistics of reform*

NOTE.—× indicates

	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	43	34	.....	109	93	16	.....	.....
2	Chicago Industrial and Reform School	300	140	160	0	160	0	120	40
3	Illinois State Reform School	83	80	174	.....	154	20	144	30
4	Indiana Reformatory Institution for Women and Girls.	50	25	.....	150	140	10	.....	.....
5	Indiana House of Refuge	133	125	325	.....	282	43	.....	.....
6	Iowa Reform School	95	94	131	40	154	17	160	11
7	Girls' department of the Iowa Reform School	18	15	0	43	37	6	19	14
8	House of Refuge	75	75	155	48	.....	.....	184	19
9	Maine State Reform School	49	53	143	.....	140	3	.....	.....
10	House of Refuge	78	.....	261	0	261	0	.....	.....
11	House of Reformation and Instruction for Colored Children.	105	86	186	.....	0	186	180	2
12	Maryland Industrial School for Girls	16	20	.....	37	37	.....	17	16
13	City Almshouse School	112	53	151	58	205	4	202	7
14	House of Reformation	220	201	276	29	289	16	223	82
15	State Industrial School for Girls	41	42	.....	135	124	11	114	21
16	Lawrence Industrial School	8	9	24	.....	22	2	20	4
17	House of Employment and Reformation for Juvenile Offenders.	61	51	95	3	98	0	*b*50	*b*11
18	State Primary School	*c*267	110	322	109	410	21	.....	.....
19	Plummer Farm School of Reform for Boys	15	16	20	0	29	0	29	0
20	State Reform School	171	175	349	.....	324	25	332	17
21	Worcester Truant Reform School	9	12	5	0	5	0	5	0
22	Detroit House of Correction	2,272	2,251	554	141	.....	.....	.....	.....
23	Michigan Reform School	110	88	258	.....	226	32	.....	.....
24	Minnesota State Reform School*	28	25	104	6	107	3	.....	.....
25	Catholic Protectorate	25	6	35	0	35	0	35	0
26	House of Refuge*	218	161	186	53	219	20	203	15
27	State Reform School	53	42	96	15	111	0	27	84
28	State Industrial School for Girls	18	*d*11	.....	30	25	5	29	1
29	New Jersey State Reform School	74	76	214	0	197	17	182	32
30	Catholic Protectory for Boys	73	68	138	.....	.....	.....	.....	.....
31	Truant Home of the City of Brooklyn	89	147	38	0	38	0	33	5
32	Evening School in Midnight Mission	.....	.....	.....	12	12	.....	.....	.....
33	Home for Fallen and Friendless Girls	*e*88	88	.....	24	24	0	14	10
34	Home School	*e*411	.....	.....	67	65	2	67	.....
35	House of the Holy Family Association for Befriending Children and Young Girls.	*e*141	130	.....	90	90	0	54	36
36	New York House of Refuge	917	812	846	139	927	58	89	.....
37	Western House of Refuge	229	171	440	.....	.....	.....	.....	.....
38	New York Catholic Protectory	1,488	988	1,545	776	2,316	5	.....	.....
39	Cincinnati House of Refuge	175	161	214	40	.....	.....	211	43
40	Girls' Industrial Home	47	23	0	203	191	12	202	1
41	State Reform Farm School	234	149	537	.....	507	30	.....	.....
42	Toledo House of Refuge and Correction	134	94	82	.....	80	2	70	12
43	Pennsylvania Reform School	111	127	168	60	206	22	.....	.....
44	House of Refuge, (colored department)	63	58	88	29	0	117	117	0
45	House of Refuge, (white department)	215	334	290	79	369	0	.....	.....
46	Sheltering Arms*	26	12	5	8	13	0	.....	.....
47	Providence Reform School	120	134	182	36	190	28	201	17
48	Vermont Reform School	34	.....	125	13	133	5	36	102
49	Wisconsin Industrial School for Boys	107	82	415	.....	408	7	329	48
50	Girls' Reform School *g*	0	.....	0	0	.....	.....	.....	.....
51	Reform School of the District of Columbia	65	44	159	.....	77	82	156	3

* From Report of the Commissioner of Education for 1875.
a Also instrumental music.
b Committed during the year.
c 54 committed; 213 admitted from State almshouse.

schools for 1876, *&c.*—Continued.

the studies 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.	
		Native parentage.	Foreign born parentage.																		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
...	...	...	...	...	...	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	1
25	..	60	20	80	80	60	40	×	×	×	×	...	×	×	...	...	...	...	...	...	2
20	40	50	20	60	40	70	134	×	×	...	...	...	×	×	×	...	...	...	...	...	3
64	...	(22)		.....	28	20	....	×	×	...	...	...	×	×	×	...	...	...	...	...	4
100	...	.....	.....	24	150	...	..	×	×	...	...	...	×	×	×	..	..	...	..	...	5
23	...	(28)		47	.....	25	60	×	×	...	...	...	×	...	...	...	...	...	...	...	6
....	....	(15)		23	27	15	38	×	×	...	...	...	×	×	×	...	...	×	...	..	7
44	26	56	12	120	15	66	107	×	×	...	...	...	×	....	...	...	...	...	...	×	8
....	....	(20)		40	68	...	....	×	×	...	...	...	×	×	...	...	...	...	...	...	9
9	....	20	10	.....	45	16	12	×	×	...	...	...	×	×	×	...	...	...	...	...	10
16	165	159	.....	27	15	80	50	×	×	...	...	...	...	...	...	...	...	...	...	a×	11
13	....	1	2	10	8	3	5	×	×	...	...	...	×	...	×	..	..	...	..	×	12
32	....	0	0	48	31	48	42	×	×	...	...	...	×	×	×	...	...	×	×	..	13
28	64	10	22	133	217	29	88	×	×	..	...	...	×	×	×	...	....	...	×	...	14
23	..	(17)		24	94	11	28	×	×	...	...	...	×	×	×	..	....	..	..	...	15
1	8	5	3	8	14	5	10	×	×	×	....	...	×	..	...	×	....	×	×	.	16
5	33	1	2	8	53	0	8	×	×	...	...	...	×	×	×	...	...	..	..	.	17
...	...	...	...	...	...	...	...	×	×	...	...	...	×	×	...	...	...	...	...	...	18
6	1	0	1	6	15	1	14	×	×	...	...	...	×	×	...	...	...	...	...	...	19
...	...	0	0	.....	.....	0	....	×	×	...	...	...	×	×	×	...	...	...	...	...	20
0	3	0	5	2	3	0	2	×	×	...	...	...	×	...	...	...	...	...	...	...	21
...	..	(387)		217	1, 668	100	...	×	×	...	...	...	...	×	×	...	...	...	...	...	22
...	...	.....	.....	.....	.....	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	23
15	..	(36)		120	.....	...	...	×	×	...	...	...	×	×	×	...	...	...	...	...	24
20	10	0	35	25	10	25	25	×	×	...	×	...	×	×	...	...	...	...	...	...	25
30	129	20	34	100	49	198	58	×	×	...	...	...	×	×	...	...	...	...	...	...	26
20	75	1	2	20	33	3	23	×	×	...	...	...	×	...	...	...	...	...	...	...	27
5	...	13	0	4	13	9	12	×	×	...	...	...	×	...	...	...	...	×	...	...	28
45	22	62	43	71	62	103	121	×	×	...	...	...	×	×	×	×	...	...	...	...	29
...	...	.....	.....	.....	.....	...	...	×	×	...	...	...	×	...	...	...	...	...	...	...	30
...	...	(8)		23	.....	...	...	×	×	...	...	...	...	...	...	...	...	...	...	...	31
...	...	.....	.....	.....	.....	...	...	×	×	...	...	...	×	...	×	...	...	...	...	...	32
...	.	.....	.....	.....	.....	...	...	×	...	...	...	...	...	...	...	...	...	...	...	...	33
33	8	.....	.....	.....	.....	...	...	×	×	...	...	...	...	..	...	...	...	...	...	...	34
25	...	.....	.....	.....	.....	...	...	×	×	...	...	...	...	...	...	...	...	...	...	...	35
....	....	(305)		395	217	620	620	×	×	...	...	...	×	×	...	..	...	...	...	...	36
...	...	.....	.....	.....	.....	...	....	×	×	...	×	...	×	...	×	×	...	...	...	...	37
...	...	.....	.....	.....	.....	...	...	×	×	...	...	...	×	×	*f* ×	...	...	...	...	...	38
28	....	12	39	29	174	38	45	×	×	..	...	...	×	×	×	..	...	...	...	...	39
38	....	37	1	67	98	38	105	×	×	×	...	...	×	×	×	×	...	...	...	...	40
...	...	.....	.....	....	.....	...	....	×	×	...	...	...	×	×	×	...	...	...	...	...	41
20	...	.....	.....	.....	.....	...	...	×	×	...	...	...	×	×	...	...	...	...	...	...	42
...	...	.....	.....	.....	.....	...	...	×	×	...	...	×	...	...	...	...	...	...	...	...	43
24	...	15	.....	5	17	11	7	×	×	...	...	...	×	...	×	...	...	...	...	...	44
...	...	.....	.....	.....	.....	...	...	×	×	×	...	...	×	×	×	...	...	×	...	...	45
8	...	.....	.....	1	12	...	...	×	×	...	...	...	...	...	...	...	...	...	...	...	46
9	35	3	5	27	68	8	142	×	×	...	...	...	×	...	...	...	...	...	...	...	47
19	....	32	99	7	0	131	138	×	×	...	...	×	×	....	×	...	...	...	...	...	48
54	..	(32)		65	41	32	34	×	×	×	...	...	×	×	×	×	...	...	...	...	49
...	...	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50
10	....	.....	.....	.....	.....	...	....	×	×	...	...	...	×	...	...	...	...	...	...	...	51

d 3 of these were indentured.
e Number received.
f Also mensuration, phonography, composition, &c.
g Not yet reopened; waiting for congressional appropriation for buildings.

TABLE XXII.—*Statistics of reform*

NOTE.— × Indicates the

	Name.	Industries.													
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dressmaking.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.	Laundry work.
	1	39	40	41	42	43	44	45	46	47	48	49	50	51	52
1	Connecticut Indust'l School for Girls	....	....	....	....	....	....	....	×	....	....	....	×	....	×
2	Chicago Indust'l and Reform School	....	....	....	....	×	×	....	....	....	....	....	....	×	....
3	Illinois State Reform School	....	....	....	....	....	....	....	....	....	....	....	....	....	....
4	Indiana Reformatory Institution for Women and Girls.	....	....	....	....	....	....	....	....	....	....	....	×	×	....
5	Indiana House of Refuge	×	....	....	....	....	×	×	....	×	....	×	....	....	....
6	Iowa Reform School	....	×	....	....	....	×	....	....	....	×	....	....	....	....
7	Girls' dep't of the Iowa Reform Sch'l	....	....	....	....	....	....	....	....	....	....	×	×	×	....
8	House of Refuge	×	....	....	....	a×	....	....	....	....	....	×	....	....	×
9	Maine State Reform School	×	....	....	....	×	....	....	....	×	....	×	....	....	×
10	House of Refuge	....	....	a×	....	....	....	....	....	....	....	....	....	....	....
11	House of Reformation and Instruction for Colored Children.	....	....	....	....	....	....	....	....	×	....	×	....	....	....
12	Maryland Industrial School for Girls	×	....	....	....	....	....	....	×	....	×	....	×	×	×
13	City Almshouse School	....	....	....	....	....	....	....	....	....	....	....	....	....	....
14	House of Reformation	....	....	....	....	....	....	....	....	....	....	....	×	....	....
15	State Industrial School for Girls	....	....	....	....	×	....	....	....	....	....	×	×	×	×
16	Lawrence Industrial School	....	....	....	....	×	....	....	....	....	....	×	....	....	....
17	House of Employment and Reformation for Juvenile Offenders.	....	....	....	....	....	....	....	....	×	....	....	....	....	....
18	State Primary School	....	....	....	....	×	....	....	....	....	....	....	....	....	....
19	Plummer Farm School of Reform for Boys.	....	....	....	....	×	....	....	....	....	....	×	....	....	....
20	State Reform School	....	....	....	....	×	....	....	....	×	....	×	....	....	....
21	Worcester Truant Reform School	....	....	....	....	....	....	....	....	....	....	....	....	....	....
22	Detroit House of Correction	....	....	....	....	....	....	d×	....	....	....	....	....	....	....
23	Michigan Reform School	×	....	....	....	×	....	....	....	×	....	×	×	....	×
24	Minnesota State Reform School*	....	....	....	....	....	×	....	....	×	....	×	....	....	....
25	Catholic Protectorate	....	....	....	....	....	....	....	....	×	....	....	....	....	....
26	House of Refuge*	×	....	....	....	....	....	×	....	×	....	....	×	....	....
27	State Reform School	....	....	×	....	×	....	....	....	....	....	....	....	....	....
28	State Industrial School for Girls	....	....	....	....	....	....	....	×	....	....	....	×	....	×
29	New Jersey State Reform School	×	....	....	....	×	....	....	....	×	....	....	×	....	×
30	Catholic Protectory for Boys	....	....	×	×	×	....	×	....	....	....	....	....	....	....
31	Truant Home of the City of Brooklyn	....	....	....	....	....	....	....	....	....	....	....	....	....	....
32	Evening School in Midnight Mission	....	....	....	....	....	....	....	....	....	....	....	....	....	....
33	Home for Fallen and Friendless Girls	....	....	....	....	....	....	....	×	....	....	....	×	....	....
34	Home School	....	....	....	....	....	....	....	....	....	....	....	×	....	×
35	House of the Holy Family Association for Befriending Children and Young Girls.	×	....	....	....	....	....	....	....	....	....	....	×	....	×
36	New York House of Refuge	....	....	....	....	....	....	....	....	....	....	....	....	(*f*)	....
37	Western House of Refuge	×	....	....	....	×	×	....	....	×	....	....	....	....	×
38	New York Catholic Protectory	×	×	....	....	×	×	....	×	....	....	....	×	×	....
39	Cincinnati House of Refuge	....	....	....	....	....	....	....	....	....	....	×	....	....	....
40	Girls' Industrial Home	....	....	....	....	×	....	....	×	....	....	....	×	....	....
41	State Reform Farm School	....	×	....	×	×	×	....	....	×	....	×	....	....	....
42	Toledo House of Refuge and Correction.	....	....	....	×	....	....	....	....	....	....	....	....	....	....
43	Pennsylvania Reform School	×	....	....	....	....	....	....	....	....	....	....	....	....	....
44	House of Refuge, (colored dep't)	....	....	....	....	....	....	....	×	....	....	....	....	....	....
45	House of Refuge, (white dep't)	....	×	....	×	....	....	....	....	....	....	....	×	....	×
46	Sheltering Arms*	....	....	....	....	....	....	....	....	....	....	....	×	....	....
47	Providence Reform School	....	....	....	....	×	....	....	....	....	....	....	....	....	....
48	Vermont Reform School	....	....	....	....	×	....	×	....	×	....	....	×	....	×
49	Wisconsin Indust'l School for Boys	....	....	×	....	....	×	....	....	×	....	×	....	×	....
50	Girls' Reform School *j*	....	....	....	....	....	....	....	....	....	....	....	....	....	....
51	Reform School of the District of Columbia.	....	....	×	....	....	....	×	....	×	....	×	....	....	....

* From Report of the Commissioner of Education for 1875.
a Also basket making.
b Included with cost of House of Industry and Almshouse.
c Deducting salaries.
d Also the manufacture of furniture.

schools for 1876, *&c.*—Concluded.

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.	
Masonry.	Paper-box making.	Printing.	Sewing.	Shirt making.	Shoe making.	Shoe mending.	Tailoring.			Number of volumes.	Increase in the last school year.					
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	
....	×	....	×	....	....	....	....	249	90	1,400	300	$157 58	.....	$15,758	$3,000	1
....	....	....	×	....	×	....	×	3,500	.....	200	0	62 50	.....	10,000	.....	2
....	....	....	....	....	....	....	....	759	.....	700	....	163 35	.....	36,123	3,325	3
....	....	....	....	....	....	....	....	215	70	175	0	2 25	.....	.....	.....	4
....	....	....	....	....	×	....	×	866	75	.....	....	150 00	.....	50,000	6,000	5
....	....	....	....	....	×	....	×	563	70	500	100	120 00	.....	20,000	.....	6
....	....	....	×	....	....	....	....	66	51	100	0	13 00	.....	.....	.....	7
....	....	....	×	....	×	×	×	875	80	.....	....	.....	.....	27,000	4,000	8
....	....	....	....	....	....	....	×	1,504	.....	1,400	....	112 00	.....	.....	.....	9
....	....	....	....	....	×	....	×	2,393	95	1,800	.....	120 00	$37 50	40,000	8,000	10
....	....	....	×	....	×	....	×	312	90	.....	....	97 00	.....	18,000	.....	11
....	....	....	×	....	....	....	....	157	40	200	100	.....	.....	4,776	1,742	12
....	....	....	....	....	....	....	....	.....	.....	360	0	*b*125 84	0	.....	0	13
....	....	....	×	....	....	....	....	4,924	57	647	0	*b*125 84	0	.....	0	14
....	....	....	×	....	....	....	....	966	.....	1,300	50	214 71	.....	29,349	.....	15
....	....	....	....	....	....	....	....	43	.....	625	50	*c*104 00	80 00	5,000	2,000	16
....	....	....	....	....	....	....	....	1,200	50	500	50	86 74	.....	4,000	.....	17
....	....	....	....	....	....	....	....	3,038	.....	700	.....	90 48	.....	45,000	244	18
....	....	....	....	....	....	....	....	84	80	600	50	200 00	53 47	6,000	1,604	19
....	....	....	....	....	×	....	×	4,645	65	2,370	.....	152 35	22 00	52,990	7,632	20
....	....	....	....	....	....	....	....	203	.....	122	0	204 65	4 75	2,455	57	21
....	....	....	×	×	....	....	×	19,789	.....	625	300	.....	.....	.....	*e*19,164	22
....	....	....	....	....	×	×	×	1,721	.....	2,683	....	.....	.....	41,951	5,378	23
....	....	....	....	....	×	....	....	281	.....	850	....	.....	.....	27,000	.....	24
....	....	....	....	....	×	....	×	97	75	0	0	140 00	75 00	5,065	2,400	25
....	....	....	....	....	×	....	....	3,412	75	300	.....	115 00	30 00	25,000	6,500	26
....	....	×	....	....	....	....	....	853	75	175	50	197 46	43 05	21,918	4,778	27
....	....	....	×	....	....	....	....	68	85	175	30	.....	.....	.....	.....	28
....	....	....	×	×	×	×	×	677	60	.....	219	124 65	19 10	29,245	3,796	29
....	....	×	....	....	×	....	....	845	.....	.....	....	.....	.....	22,618	.....	30
....	....	....	....	....	....	....	....	2,458	.....	147	0	.....	.....	13,000	.....	31
....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	32
....	....	....	×	....	....	....	....	923	60	300	4	285 00	23 45	5,974	562	33
....	....	....	×	....	....	....	....	.....	.....	539	27	.....	.....	11,154	3,164	34
....	....	....	×	×	....	....	....	2,500	66	130	....	48 50	36 35	4,958	2,908	35
....	....	×	....	....	....	....	....	17,218	73	4,185	99	140 55	39 11	129,871	36,140	36
×	....	....	×	×	×	....	×	4,287	.....	.....	.....	.....	.....	64,796	13,285	37
....	....	×	....	×	×	....	×	11,131	.....	2,558	88	*g*137 20 *h*114 62	*g*4 50 *h*14 00	274,724	7,833	38
....	....	×	....	....	×	....	×	3,780	70	900	100	150 00	23 33	37,600	5,600	39
....	....	....	....	....	....	....	....	336	75	880	0	130 56	0	25,000	0	40
....	....	....	....	....	×	....	×	2,415	85	2,000	.....	112 24	.....	65,000	.....	41
....	....	....	....	....	....	....	....	208	.....	200	150	182 02	.....	9,907	.....	42
....	....	....	×	....	×	....	×	3,203	.....	1,505	.....	143 54	.....	*i*34,964	.....	43
....	×	....	×	....	×	....	×	2,472	60	800	100	144 07	8 25	16,815	965	44
....	×	....	×	×	×	....	×	.....	.....	600	.....	.....	.....	76,391	19,834	45
....	....	....	....	....	....	....	....	.....	.....	200	.....	.....	0	.....	0	46
....	....	....	×	....	....	....	....	2,405	75	2,000	50	152 25	19 94	32,124	4,208	47
....	....	....	....	....	×	....	....	.....	75	100	37	.....	.....	15,106	.....	48
×	....	....	....	....	×	....	×	1,321	75	1,274	259	141 39	.....	48,148	.....	49
....	....	....	....	....	....	....	....	24	75	0	....	.....	.....	.....	.....	50
....	....	....	....	....	....	....	×	408	80	100	....	.....	.....	.....	.....	51

e Earnings over *all* expenses.
f The manufacture of stockings is taught.
g Boys' department. *h* Girls' department.
i For nine months.
j Not yet reopened; waiting for congressional appropriation for buildings.

List of reform schools from which no information has been received.

Name.	Location.
Connecticut Reform School	West Meriden, Conn.
Home of the Good Shepherd	Indianapolis, Ind.
Boys' House of Refuge	New Orleans, La.
Girls' House of Refuge	New Orleans, La., (Annunciation and Calliope streets.)
St. Alphonsus House of Mercy	New Orleans, La., (St. Andrew and Magazine streets.)
Home for Women	New York, N. Y., (273 Water street.)
House of Mercy	New York, N. Y., (West 86th street.)
House of the Good Shepherd, (Tomkins' Cove)	New York, N. Y., (47 West 25th street.)
Protectory for Boys	Cincinnati, Ohio.
Home of Refuge and Correction	Cleveland, Ohio.
House of Correction	Charleston, S. C., (southwest corner Calhoun and Phillips streets.)

TABLE XXII.—*Memoranda.*

Name.	Location.	Remarks.
Catholic Male Orphan Asylum and Reformatory and St. Mary's Reformatory.	Chicago, Ill	Same as Chicago Industrial and Reform School.
Cambridge Truant Reform School	Cambridge, Mass	Not found.
St. Louis Protectorate for Boys	St. Louis, Mo	See Catholic Protectorate, Glencoe, (identical.)
Industrial School	New York, N. Y., (Hart's Island.)	Abolished January 1, 1876.
Institution of Mercy	New York, N. Y., (33 East Houston street.)	See Table XXI, Part 4.
Nautical School Ship Mercury	New York, N. Y.	Discontinued.
House of Correction	Toledo, Ohio	See House of Refuge and Correction, (identical.)
Pennsylvania Reform School	Pittsburg, Pa	Removed to Morganza.

TABLE XXIII.—*Statistics of schools and asylums for feeble-minded children for* 1876; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates the branches taught.

	Name.	Location.	Date of establishment.	Superintendent.	Number of instructors and other employés.	Number of inmates.			Branches taught.									Number dismissed 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	H. M. Knight, M. D	13	38	36	74	*a* ×	×	×	×	×	×	×	×		.....	.....	.....
2	Illinois Asylum for Feeble-minded Children *b*	Jacksonville, Ill	1865	C. T. Wilbur, M. A., M. D	27	67	35	102	×	×	×	×	×	....	×	×		193	$24,500	$24,500
3	Iowa Asylum for Feeble-minded Children.	Glenwood, Iowa	1876	O. W. Archibald, M. D	14	29	15	44	(*c*)	×	×	×	....	....	....	×		0	*d*2,000	*d*2,500
4	Kentucky Institution for Educating Feeble-minded Children.	Frankfort, Ky	1860	E. H. Black, M. D	22	60	57	117	(*e*)	×	×	×	×	×	....	....		43	25,000	25,000
5	Private Institution for the Education of Feeble-minded Youth.	Barre, Mass	1848	George Brown, M. D	49	59	25	84	×	×	×	×	×	....	....	×		128	.....	39,745
6	Massachusetts School for Idiotic and Feeble-minded Youth.	Boston, Mass	1848	Edward Jarvis, M. D.; Henry Tuck M. D., assistant in charge.	21	47	32	79	(*f*)	×	×	×	×	....	×	×		497	32,915	20,278
7	Hillside School for Backward and Invalid Children.	Fayville, Mass	1870	Mesdames Knight and Green.	7	6	1	7	×	×	×	×	×	×	*g* ×	×		9	.....	.....
8	Idiot Asylum, Randall's Island	New York, N. Y	1860	John Walker	4	94	88	182	....	×	×	×	....	....	....	....		.....	.....	17,614
9	New York Asylum for Idiots	Syracuse, N. Y	1851	Hervey B. Wilbur, M. D	46	139	85	224	×	×	×	×	....	....	....	....		350	45,617	44,460
10	Ohio State Asylum for Idiots	Columbus, Ohio	1857	G. A. Doren, M. D	86	213	171	414	....	×	×	....	....	....	....	....		.....	88,805	70,240
11	Pennsylvania Training School for Feeble-minded Children.	Media, Pa	1853	Isaac N. Kerlin, M. D	29	136	97	233	(*c*)	×	×	(*h*)	....	....	....	....		600	57,551	58,349

a Also articulation.
b To be removed to Lincoln, Ill., in 1877.
c There is a class in Kindergarten instruction.
d For five months since opening.
e History is also taught.
f Housework and broom and mat making are also taught.
g Also painting in water colors, wood carving, and fancy work.
h Broom and mattress making, farming, and domestic work are also taught.

TABLE XXIV.—*Statistics of educational benefactions for* 1876; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
Southern University	Greensboro', Ala.	Alabama Conference M. E. Church South.	——, Ala.
		Citizens of Alabama	——, Ala.
Judson University	Judsonia, Ark.		
St. John's College of Arkansas	Little Rock, Ark.	Grand Lodge of Masons	——, Ark.
Pierce Christian College	College City, Cal.		
University of California	Oakland, Cal.	James Lick	San Francisco, Cal.
Pacific Methodist College	Santa Rosa, Cal.	Citizens of Santa Rosa	Santa Rosa, Cal.
California College	Vacaville, Cal.		
Hesperian College	Woodland, Cal.	Various persons	
Hedding College	Abingdon, Ill.	Various persons	
Illinois Wesleyan University	Bloomington, Ill.		
Knox College	Galesburg, Ill.		Galesburg, Ill.
Lombard University	Galesburg, Ill.	Various persons	
Swedish-American Ansgari College.	Knoxville, Ill.	Hon. James Knox	Knoxville, Ill.
McKendree College	Lebanon, Ill	N. M. McCurdy, M. D.	
Shurtleff College	Upper Alton, Ill.	Various persons	
Westfield College	Westfield, Ill.	Various persons	
Wheaton College	Wheaton, Ill.	Various persons	
Indiana Asbury University	Greencastle, Ind.	Mrs. Dr. Summers	Richmond, Ind.
		Jesse Meharry	Shawnee Mound, Ind
		Various persons	
Hanover College	Hanover, Ind.	James Huston, (deceased)	Connersville, Ind.
		Citizens of Madison	Madison, Ind.
North Western Christian University.	Irvington, Ind.	Ovid Butler	Indianapolis, Ind.
Union Christian College	Merom, Ind.	Prof. R. C. Mitchell and others.	
Earlham College	Richmond, Ind.	Eliza P. Gurney	Burlington, N. J.
Norwegian Luther College	Decorah, Iowa.	Congregations of the Norwegian Lutheran Synod.	
Parsons College	Fairfield, Iowa.		
Upper Iowa University	Fayette, Iowa	W. S. Scott	Inona, Iowa
Simpson Centenary College	Indianola, Iowa.		
German College	Mt. Pleasant, Iowa		
Cornell College	Mt. Vernon, Iowa.	Various persons	
Central University of Iowa	Pella, Iowa		
Western College	Western, Iowa.	Various persons	
Baker University	BaldwinCity, Kans.		
Highland University	Highland, Kans.	Mr. Thaw and others	Pittsburg, Pa.
Ottawa University	Ottawa, Kans.	Rev. John T. Jones	
Washburn College	Topeka, Kans.	Mrs. E. G. Williston	Easthampton, Mass.
Berea College	Berea, Ky.	R. R. Graves, (deceased)	Morristown, N. J.
		C. F. Dike, (deceased)	Crystal Lake, Ill.
Georgetown College	Georgetown, Ky.	Various persons	
Bethel College	Russellville, Ky.		
Centenary College of Louisiana	Jackson, La.		
Amherst College	Amherst, Mass.	James S. Seymour	Auburn, N. Y.

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,100	$600						
	1,500						
4,000	4,000						Centennial endowment.
2,900	2,900						On condition of free tuition to 50 sons of masons.
100							
700,000		$700,000					For the founding and maintenance of an astronomical observatory. There were numerous gifts of books to the library and of fossils, minerals, &c., to the museum.
1,000	1,000						
500							
35,000	35,000						
15,000	15,000						
30,000	(30,000)						
30,000	30,000						
700	700						
2,500		2,500					
20,000			$20,000				To found a professorship of natural science.
75,000	75,000						Subscriptions towards a centennial fund of $100,000.
5,000			5,000				For endowment of a centenary chair.
1,592		1,592					To pay debt on building.
6,000		1,000					To complete new hall.
		1,000					
		4,000					
14,425	1,000						
		13,425					For new buildings. Valuable additions have also been made to the college library.
50,000			50,000				For the endowment of the chair of the Bible.
200						$200	For library fund.
100						100	For library.
13,426	13,426						
100							Gifts of books, apparatus, &c., to the value of about $1,000 have also been received.
200			200				
10,000	10,000						
2,000							
10,000		10,000					For new chapel.
21,000							
4,825	4,825						
8,000							
2,500	2,500						
30,000	30,000						In real estate; for theological education.
1,000	1,000						
20,000	10,000						
	10,000						Twenty-four pupils must have free tuition for 25 years.
1,700	1,700						
1,000							From Kentucky Baptist Centennial Fund.
726	726						
5,000				$5,000			For 5 scholarships.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
		One of the alumni	
		Samuel Eliot, esq	
		Executor of Mrs. Ann F. Schaeffer.	
		Executor of Miss Levina Hoar.	
		A member of the class of 1841.	
		Trustees of the will of Joseph Baker.	
		Agassiz Memorial Committee.	
		Executor of Charles Sumner.	
		Trustees of the James Arnold fund.	
		F. G. Gorham, esq	
Harvard University	Cambridge, Mass.	Prof. Child	Cambridge, Mass
		Prof. Putnam	
		Executor of Charles A. Goodnow.	
		Trustees of Massachusetts Society for Promoting Agriculture.	
		Anonymous	
		Through Prof. Gray, (anonymous.)	
		Edward Wigglesworth, esq.	
		George W. Wales, esq	
		William N. Bullard	
		Trustees of the Museum of Comparative Zoölogy	
		Members of the class of 1853.	
Williams College	Williamsto'n, Mass	A. B. Graves	New York
Adrian College	Adrian, Mich	Various persons	
University of Michigan	Ann Arbor, Mich.	Directors of Calumet and Hecla Mine.	
Hope College	Holland City, Mich	Two gentlemen	Newark, N. J.
Kalamazoo College	Kalamazoo, Mich	Various persons	Michigan
Olivet College	Olivet, Mich	Various persons	
Carleton College	Northfield, Minn	Various persons	
		Robert Crane, M. D	New Haven, Conn
		Charles Boswell, esq	West Hartford, Conn
		S. N. Stockwell, esq	Boston, Mass
Lewis College	Glasgow, Mo	Maj. Jas. W. and Jas. B. Lewis.	Glasgow, Mo
La Grange College	La Grange, Mo		
William Jewell College	Liberty, Mo		
Drury College	Springfield, Mo	Charles Fairbanks	Tunbridge Wells, Eng
		S. M. Edgell	St. Louis, Mo
		G. & C. Merriam	Springfield, Mass
		Various persons	
Central Wesleyan College	Warrenton, Mo	William Schrader	St. Louis, Mo
		Louis Kessler	Ballwin, Mo
		Other persons	

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
	$12,375						
				$5,000			Foundation for the William Samuel Eliot scholarship.
				1,974			To found the Dana scholarships of the class of 1852.
				4,000			To found a scholarship for the town of Lincoln, Mass.
				1,000			To increase the fund for the class scholarship.
	7,770						For the general uses of the divinity school.
						$7,000	
						3,361	To be added to the Sumner book fund.
	1,500						
	25						Subscription to the fire relief fund.
$49,210	600						Part of the net profits of the Harvard memorial biographies.
	65						For the teachers' and pupils' fund.
		$500					For iron gates at Memorial Hall.
		1,500					
		1,000					For the botanic garden.
						1,000	For the herbarium.
						300	For library of the engineering department of Lawrence Scientific School.
						200	For books for the library.
						40	For the library.
							The transfer of all the property held by them.
							A portrait of President Eliot, by William Page.
4,000				4,000			For prizes.
30,000	30,000						Donations to the centennial fund.
12,000							
							Model of stamp mill for the use of the school of mines.
4,000				2,000			For scholarships.
	2,000						
20,090	20,090						Subscriptions in land and money.
8,926	8,926						
			$20,469				To endow a chair of physical science.
26,969	4,000						In real estate.
				$2,000			
						500	For a library fund.
2,000	2,000						
20,000							
20,000							
		15,000					For new dormitory.
33,000	3,000						
	1,500						
	(13,500)						
			6,000				To found a professorship of German language and literature.
20,000			10,000				To found a professorship of theology, (German.)
	4,000						

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Doane College	Crete, Nebr	James White Mrs. W. J. Baker H. N. Gates	Worcester, Mass. Worcester, Mass. Omaha, Nebr.
Creighton College	Omaha, Nebr	Mrs. Edward Creighton	Omaha, Nebr.
St. Benedict's College	Newark, N. J		
Rutgers College	New Brunswick, N. J.	Many persons	
College of New Jersey	Princeton, N. J	John C. Green	
St. Stephen's College	Annandale, N. Y.	Various persons	
St. Lawrence University	Canton, N. Y.	Hon. Abner Chapman Other persons	Onondaga County, N. Y.
Hobart College	Geneva, N. Y	Mrs. H. Seymour	Buffalo, N. Y.
Madison University	Hamilton, N. Y	Samuel Colgate P. B. Spear William Bucknell Isaac Davis and others	
Manhattan College	New York, N. Y	Edward J. Sears, LL. D., (deceased.)	
Vassar College	Poughkeepsie, N. Y.	Various persons	
University of Rochester	Rochester, N. Y.	John B. Trevor, esq	Yonkers, N. Y
Union College	Schenectady, N. Y.	Mrs. C. L. Wolfe Hon. L. H. Morgan James H. Cook G. D. G. Moore Hon. Robert Earl	New York, N. Y Rochester, N. Y. Newark, N. J Newark, N. J Herkimer, N. Y.
University of North Carolina	Chapel Hill, N. C	Various persons	
Trinity College	Trinity, N. C		
Hebrew Union College	Cincinnati, Ohio		
University of Cincinnati	Cincinnati, Ohio	S. J. Browne estate	
Denison University	Granville, Ohio	M. E. Gray Various persons	Painesville, Ohio.
Marietta College	Marietta, Ohio	Samuel C. Morgan, (deceased.) Other persons	Norwich, Conn
Oberlin College	Oberlin, Ohio	Various persons	
Wittenberg College	Springfield, Ohio	Various persons	
Heidelberg College	Tiffin, Ohio	Mrs. Barbara Kleins	Canfield, Ohio.
Urbana University	Urbana, Ohio		
Otterbein University	Westerville, Ohio	Various persons	
Geneva College	West Geneva, Ohio	Reformed Presbyterian Synod.	
Wilmington College	Wilmington, Ohio		
Wilberforce University	Xenia, Ohio	African M. E. Church and friends.	
Antioch College	Yellow Springs, Ohio.	Rev. E. E. Hale, E. W. Clark, and others.	
Christian College	Monmouth, Oreg	Various persons	Oregon
Philomath College	Philomath, Oreg	Mrs. S. McLean and others.	Philomath, Oreg
Lebanon Valley College	Annville, Pa		
Dickinson College	Carlisle, Pa	Various persons	
Lafayette College	Easton, Pa		

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$225	.....	$100	.....	.....	.....	.....	About $1,000 have also been pledged for Merrill Hall.
	.....	100	.....	.....	.....	.....	
	.....	25	.....	.....	.....	.....	
200,000	$200,000	.....	.....	.....	.....	.....	To establish the college.
400	.....	.....	.....	.....	.....	.....	
800	.....	800	.....	.....	.....	.....	For apparatus.
100,000	100,000	.....	.....	.....	.....	.....	
8,000	8,000	.....	.....	.....	.....	.....	
1,040	740	.....	.....	.....	.....	.....	
	300	.....	.....	.....	.....	.....	
10,000	10,000	.....	.....	.....	.....	.....	
20,000	2,500	.....	.....	.....	.....	.....	For centennial and library funds.
	2,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	14,500	.....	.....	.....	.....	.....	
30,000	.....	.....	$30,000	.....	.....	.....	To endow professorship of classics.
.....	.....	.....	.....	.....	.....	.....	112 volumes for library, and birds, minerals, and shells for cabinets; total value, $690.
.....	.....	.....	.....	.....	.....	.....	Telescope and building; value, $1,803.
5,100	4,500	.....	.....	.....	.....	.....	For art instruction mainly.
	100	.....	.....	.....	.....	.....	
	50	.....	.....	.....	.....	.....	
	250	.....	.....	.....	.....	.....	
	200	.....	.....	.....	.....	.....	
41	.....	.....	.....	.....	.....	.....	Also numerous donations to the library and museums, and to the chemical and physical apparatus.
9,000	9,000	.....	.....	.....	.....	.....	
10,000	.....	.....	.....	.....	.....	.....	
2,815	2,815	.....	.....	.....	.....	.....	
6,000	500	.....	.....	.....	.....	.....	The interest at 6 per cent. only to be expended; all income from interest over 6 per cent. to constitute a sinking fund to supply losses arising from insecure investments.
	5,500	.....	.....	.....	.....	.....	
15,000	.....	.....	.....	$2,000	.....	.....	For scholarships.
	.....	.....	13,000	.....	.....	.....	Mainly for alumni professorship.
19,740	19,740	.....	.....	.....	.....	.....	
10,000	10,000	.....	.....	.....	.....	.....	
1,500	1,000	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
1,000	.....	.....	.....	.....	.....	.....	
17,000	17,000	.....	.....	.....	.....	.....	$8,000 for permanent endowment; $9,000 for contingent expenses and to pay debts.
1,557	1,557	.....	.....	.....	.....	.....	
6,000	.....	.....	.....	.....	.....	.....	
2,500	2,500	.....	.....	.....	.....	.....	
750	750	.....	.....	.....	.....	.....	
15,554	.....	15,554	.....	.....	.....	.....	To complete the north wing of the college building.
1,700	1,700	.....	.....	.....	.....	.....	Subscriptions to be paid when $8,000 are raised.
12,000	.....	.....	.....	.....	.....	.....	
600	.....	600	.....	.....	.....	.....	For repairs on college buildings.
6,432	.....	.....	.....	.....	.....	.....	

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Concluded.			
Thiel College	Greenville, Pa	Joseph A. Doyle	Pittsburg, Pa
Haverford College	Haverford, Pa	Isaiah V. Williamson; Various persons	Philadelphia, Pa
University at Lewisburg	Lewisburg, Pa	Various persons	
Mercersburg College	Mercersburg, Pa	Various persons	
St. Joseph's College	Philadelphia, Pa		
University of Pennsylvania	Philadelphia, Pa	Citizens of Philadelphia	Philadelphia, Pa
The Lehigh University	South Bethlehem, Pa.	Col. Robert Klotz; Various persons	Mauch Chunk, Pa
Swarthmore College	Swarthmore, Pa	Isaiah V. Williamson; Deborah F. Wharton	Philadelphia, Pa; Philadelphia, Pa
Brown University	Providence, R. I.	John C. Brown; Sundry persons	
King College	Bristol, Tenn		
South Western Presbyterian University.	Clarksville, Tenn	Various persons	
Southwestern Baptist University.	Jackson, Tenn		
Bethel College	McKenzie, Tenn		Fulton County, Ky
Maryville College	Maryville, Tenn	William Shaw, esq., and Hon. William E. Dodge.	Pittsburg, Pa; New York, N. Y
Central Tennessee College	Nashville, Tenn		
Vanderbilt University	Nashville, Tenn	Cornelius Vanderbilt; W. M. Cartmell	New York, N. Y; Wilson County, Tenn.
University of the South	Sewanee, Tenn	Mrs. Marigault	South Carolina
Southwestern University	Georgetown, Tex	Dr. T. M. Huling	Belton, Tex
Washington and Lee University.	Lexington, Va		
Richmond College	Richmond, Va		
Roanoke College	Salem, Va	Various persons	
University of Virginia	University of Virginia, Va.	W. W. Corcoran; Anonymous	Washington, D. C
Bethany College	Bethany, W. Va	Various persons	
Lawrence University	Appleton, Wis	Mr. St. John	Portage City, Wis
Beloit College	Beloit, Wis	Samuel C. Morgan	Norwich, Conn
University of Wisconsin	Madison, Wis	John A. Johnson	Madison, Wis
Ripon College	Ripon, Wis		
Northwestern University	Watertown, Wis		
SCHOOLS OF SCIENCE, (*mining, engineering, agriculture, &c.*)			
Illinois Industrial University	Champaign, Ill	Emory Cobb, esq	Kankakee, Ill
Maine State College of Agriculture and Mechanic Arts.	Orono, Me	Hon. Abner Coburn	Skowhegan, Me
Worcester County Free Institute of Industrial Science.	Worcester, Mass	Hon. William Knowlton	Upton, Mass
Stevens Institute of Technology	Hoboken, N. J	Various persons	
Hampton Normal and Agricultural Institute.	Hampton, Va	Various persons	

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$1,200	.....	.....	.....	$1,200	.....	.....	For scholarships.
} 85,000	{	.....	.....	10,000	.....	.....	For scholarships.
}	{	$75,000	.....	.....	.....	.....	Subscriptions in 1875–'76 for a new college hall.
15,000	$15,000	.....	.....	.....	.....	.....	
1,200	1,200	.....	.....	.....	.....	.....	
2,500	2,500	.....	.....	.....	.....	.....	
50,000	.....	.....	$50,000	.....	.....	.....	To endow the "John Welsh centennial professorship of history."
.....	.....	.....	.....	.....	.....	.....	More than 300 relics and curiosities.
.....	.....	.....	.....	.....	.....	.....	Books for the libraries, fossils, minerals, ores, &c., for the museums.
} 30,000	{ 25,000	.....	.....	.....	.....	.....	
}	{ 5,000	.....	.....	.....	.....	.....	
} 53,922	{	50,000	.....	.....	.....	.....	For library building; also lot of land, value not estimated.
}	{	.....	.....	3,922	.....	.....	For scholarship and general fund.
100	.....	.....	.....	.....	.....	.....	
20,000	20,000	.....	.....	.....	.....	.....	Subscriptions towards permanent endowment.
28,000	28,000	.....	.....	.....	.....	.....	Centennial contributions for endowment.
.....	.....	.....	.....	.....	.....	.....	440 acres of land for perpetual scholarship.
} 1,500	1,500	.....	.....	.....	.....	.....	
1,163	.....	.....	.....	.....	$1,163	.....	
} 320,000	{ 300,000	.....	.....	.....	.....	.....	
}	{	.....	.....	20,000	.....	.....	For scholarships.
35,000	.....	25,000	.....	10,000	.....	.....	For Theological Hall and for scholarships.
.....	.....	.....	.....	.....	.....	.....	1,720 acres of land.
.....	.....	.....	.....	.....	.....	.....	600 volumes to the library.
25,000	.....	25,000	.....	.....	.....	.....	To erect museum.
10,000	10,000	.....	.....	.....	.....	.....	
5,000	.....	5,000	.....	.....	.....	.....	To erect a library hall.
}	{ 50,000	.....	.....	.....	.....	$5,000	To endow schools of history, literature, and moral philosophy, and for library.
} 125,000	{	70,000	.....	.....	.....	.....	For museum building and to complete natural history collection.
}							
20,000	20,000	.....	.....	.....	.....	.....	
1,000	1,000	.....	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	.....	For scholarships or general purposes.
5,000	.....	.....	.....	5,000	.....	.....	For scholarships.
2,210	2,210	.....	.....	.....	.....	.....	
8,000	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	Ward's college set of casts of celebrated fossils.
600	.....	.....	.....	.....	100	500	
2,000	2,000	.....	.....	.....	.....	.....	Also valuable minerals from various persons, and books and a large photograph of Krupp's Steel Works.
6,800	700	6,000	.....	.....	.....	100	
39,234	21,739	2,235	.....	12,750	2,510	.....	Also books for library and miscellaneous articles.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY.			
Pacific Theological Seminary	Oakland, Cal		
Chicago Theological Seminary	Chicago, Ill	Various persons	
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	Several persons	
Danville Theological Seminary	Danville, Ky	James Lenox and others	
Newton Theological Institution	Newton Centre, Mass.	Several persons	
Theological department of Hope College.	Holland City, Mich	Various persons	
Seabury Divinity School	Faribault, Minn	Various persons	
Augsburg Seminarium	Minneapolis, Minn	Congregations of the Norwegian Danish Conference.	
Bishop Green Associate Mission and Training School.	Dry Grove, Miss	Various persons	
The German Theological School of Newark.	Bloomfield, N. J	Various persons	
Theological Seminary of the Reformed Church.	New Brunswick, N. J.	Gardner A. Sage	New York, N. Y
Theological Seminary of the Presbyterian Church.	Princeton, N. J	Messrs. R. L. & A. Stuart W. H. Collins Margaret H. Creswell	New York, N. Y Baltimore, Md Petersburg, Pa
Theological department of St. Lawrence University.	Canton, N. Y	S. C. Herring	New York, N. Y
General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y	Miss Caroline Talman	New York, N. Y
Union Theological Seminary	New York, N. Y		
Mt. St. Mary's Seminary of the West.	Cincinnati, Ohio	R. R. Springer Other persons	Cincinnati, Ohio
Union Biblical Seminary	Dayton, Ohio	Daniel Stover Franklin Tenny Martin V. B. Hoover Rev. S. L. Livingston	Indianapolis, Ind Bowling Green, Ind Newburg, Pa Wapakoneta, Ohio
Moravian Theological Seminary	Bethlehem, Pa	Moravian churches	
Theological Seminary of the Evangelical Lutheran Church.	Gettysburg, Pa		
Theological Seminary of the Reformed Church.	Lancaster, Pa	Rev. I. W. Love and others	
Meadville Theological School	Meadville, Pa	Various persons	
Union Theological Seminary	Hampden Sidney, Va.	Mrs. Davidson	Rockingham County, Va.
Theological Seminary of the Evangelical Lutheran Synod, South.	Salem, Va		
Protestant Episcopal Theological Seminary.	Theological Seminary P. O., Va.	Various persons	
Nashotah House	Nashotah, Wis		
Wayland Seminary	Washington, D. C		
SCHOOL OF LAW.			
Union College of Law	Chicago, Ill	Henry Booth, LL. D	Chicago, Ill
SCHOOLS OF MEDICINE.			
Medical Institution of Yale College.	New Haven, Conn.	John De Forest, M. D	
College of Physicians and Surgeons.	Indianapolis, Ind	Physicians	Indiana
Boston Dental College	Boston, Mass		
Boston University School of Medicine.	Boston, Mass	Various persons	

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$1,200	$1,200						Collections in churches.
7,000	5,600		$1,200			$200	
2,200		$2,200					For a chapel and library building.
1,000					$1,000		
4,000	2,500			$1,000		500	
1,500			1,500				To endow the professorship of didactic and polemic theology.
4,000	4,000						
6,000	6,000						
3,000	3,000						
1,179	1,179						
700	700						For the support of Peter Herzog Hall.
103,500				2,500			A building for lecture hall—Stuart Hall. For a scholarship.
350						350	For Herring Library.
12,500				12,500			Talman scholarship of $8,500 and Bishop G. W. Doane scholarship of $4,000.
22,000		10,000		12,000			$10,000 for prize fellowship and $2,000 for scholarship.
2,000	500						
	1,500						
	4,000						In land.
	2,000						
15,000	1,000						
	1,000						
	7,000						
2,000					2,000		
6,000						6,000	General offerings, for library chiefly.
500	500						
1,295					450	845	
1,400	1,400						
5,000	5,000						
50,000	50,000						
400							
800		800					
2,500	2,500						The services of Judge Booth as dean.
5,500	5,000						
	500						
500	500						
100	100						
2,500	2,500						

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1.	2	3	4
SCHOOLS OF MEDICINE.—Concl'd.			
Missouri Dental College	St. Louis, Mo		
Eclectic Medical College of the City of New York.	New York, N. Y	Benjamin Brandreth	Sing Sing, N. Y
New York Medical College and Hospital for Women.	New York, N. Y	Miss H. Wolfe William Steinway	
Woman's Medical College of the New York Infirmary.	New York, N. Y	Various persons	
Medical College of Syracuse University.	Syracuse, N. Y	Various persons	Syracuse, N. Y
Cincinnati College of Pharmacy	Cincinnati, Ohio	Graduating class of 1876	
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Hamilton Female College	Hamilton, Ga		
St. Mary's School	Knoxville, Ill	Hon. James Knox, (dec'd)	Knoxville, Ill
Rockford Female Seminary	Rockford, Ill	Alumnæ and friends	
College of the Sisters of Bethany	Topeka, Kans	Various persons	
Logan Female College	Russellville, Ky		
Smith College	Northampton, Mass.		Northampton, Mass
Wheaton Female Seminary	Norton, Mass	Mrs. E. B. Wheaton	
Mt. Holyoke Female Seminary	South Hadley, Mass.	Mr. and Mrs. A. L. Williston. Mrs. J. P. Williston, and many others.	Florence, Mass. Northampton, Mass
Adams Female Academy	East Derry, N. H	Mrs. Philip Nowell	
Tilden Ladies' Seminary	West Lebanon, N. H.	Jacob Prescott	
Packer Collegiate Institute	Brooklyn, N. Y	Mrs. E. T. Pell and others	Brooklyn, N. Y
Ohio Wesleyan Female College	Delaware, Ohio		
Lake Erie Seminary	Painesville, Ohio		
Due West Female College	Due West, S. C	Prof. Fred. Schmidt	Due West, S. C
Cumberland Female College	McMinnville, Tenn	Citizens	
Martin College	Pulaski, Tenn	Various persons	
Waco Female College	Waco, Tex	Various persons	
Vermont Methodist Seminary and Female College.	Montpelier, Vt	Various persons	
Kemper Hall	Kenosha, Wis		
Milwaukee College	Milwaukee, Wis		Milwaukee, Wis
PREPARATORY SCHOOLS.			
Talladega College	Talladega, Ala	American Missionary Association, &c.	
Norwich Free Academy	Norwich, Conn		Norwich, Conn
Connecticut Literary Institution.	Suffield, Conn		
Woodstock Academy	Woodstock, Conn		
Burlington Collegiate Institute	Burlington, Iowa	Various persons	
Waterville Classical Institute	Waterville, Me	Abner Coburn	Skowhegan, Me
Phillips Academy	Andover, Mass	Several persons	
High School	Concord, Mass	Cyrus Stowe	Concord, Mass
Worcester Academy	Worcester, Mass		
Austin Academy	Centre Strafford, N. H.		
Cazenovia Seminary	Cazenovia, N. Y	Several persons	
Cook Academy	Havana, N. Y	Various persons	
Park Institute	Rye, N. Y	Board of trustees	

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$100							
250	$250						Payment of interest.
16,600	2,500 13,500 600						
1,100	1,100						
10,000		$10,000					
100		100					
150		150					
10,000		10,000					For enlargement of building on condition that as much more be raised.
10,000	10,000						For endowment of department of mental and moral philosophy.
2,500		2,500					
1,500	1,500						
1,500						$1,500	For art gallery.
2,000	2,000						
20,000							
1,000		1,600					
2,000					$2,000		The income to be used to pay tuition of needy day scholars.
2,000				$2,000			To found two scholarships. There were also many contributions to the cabinets.
3,000	3,000						
1,500							
1,500	1,500						
1,000		1,000					
5,000		5,000					
1,300		1,300					
12,000	12,000						On condition that the amount be increased to $50,000.
1,000		1,000					For the school, chapel, and library.
1,000		1,000					For astronomical observatory.
10,237							
50,000							
4,000	4,000						
600	600						Not to be used till doubled.
1,000	1,000						
40,000	40,000						
780	600			80		100	
1,000	1,000						
3,000							
125	125						
75,000	75,000						For endowment; not yet available.
10,759	9,759			1,000			In cash and pledges.
1,000	1,000						

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Concl.			
Chambersburg Academy	Chambersburg, Pa		Chambersburg, Pa
Wyoming Seminary	Kingston, Pa	Hon. Ziba Bennett	Wilkes-Barre, Pa
Lapham Institute	North Scituate, R.I	Wm. Winsor Benedict Lapham	Greenwich, R. I Centreville, R. I
Claflin University	Orangeburg, S. C	Ex-Governor Claflin Miss L. Claflin Freedmen's Aid Society, M. E. Church. Other societies and individuals.	Massachusetts Massachusetts
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Schools for boys.			
St. Matthew's Academy	Monroe, La	Young Catholics' Friends' Society.	
Boys' School of St. Paul's Parish	Baltimore, Md	St. Paul's parishioners	Baltimore, Md
Albany Academy	Albany, N. Y	Various persons	Albany, N. Y
St. John's School for Boys	Manlius, N. Y		
Biddle Memorial Institute	Charlotte, N. C	Mrs. R. I. Brown H. J. Biddle Various persons	New York Philadelphia, Pa
Leesburg Academy	Leesburg, Va	H. T. Harrison Trustees and citizens	
Schools for girls.			
School of the Holy Cross	Santa Cruz, Cal		
Wolfe Hall	Denver, Colo	Miss Catherine L. Wolfe	New York, N. Y
St. Margaret's School for Girls	Waterbury, Conn	Mrs. W. H. Boardman and others.	Connecticut
St. Hyacinth's Academy	Monroe, La	Young Catholics' Friends' Society.	
Mt. Hermon Female Seminary	Clinton, Miss	Rev. Elisha Hathaway Miss Anne Walworth S. A. Dickey	Bristol, R. I Cleveland, Ohio Clinton, Miss
Brownell Hall	Omaha, Nebr		
Scotia Seminary	Concord, N. C	Various persons	
Notre Dame Academy	Baker City, Oreg	Residents of Baker County	Oregon
Muncy Seminary	Muncy, Pa	Anonymous	
Lexington Female High School	Lexington, S. C		
Clarksville Female Academy	Clarksville, Tenn	B. O. Kesee, esq	Clarksville, Tenn
Sullins College	Bristol, Va	Citizens	Bristol, Va
Lakeside Seminary	Oconomowoc, Wis	John S. Rockwell, (deceased.)	Oconomowoc, Wis
St. Mary's Institute	Prairie du Chien, Wis.	John Lawler	Prairie du Chien, Wis.
St. Catharine's Academy	Racine, Wis	Benevolent Society	Munich, Bavaria
St. Paul's School	Walla Walla, Wash.		
Schools for boys and girls.			
Greene Springs School	Greene Springs, Ala.	Joe. E. Matthews	Dallas County, Ala
Napa Collegiate Institute	Napa City, Cal	Hon. C. Hartson	
Morgan School	Clinton, Conn	Charles Morgan	New York, N. Y
Durham Academy	Durham, Conn	Hon. S. S. Scranton	Durham, Conn
Winchester Institute	Winchester, Conn	Mrs. Mitchell	Winsted, Conn

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$900	.....	$900	.....	.....	.....	.....	For library and improvement to grounds.
500	.....	.....	.....	.....	.....	$500	For library.
300	$150	.....	.....	.....	.....	.....	
	150	.....	.....	.....	.....	.....	
3,130	750	.....	.....	.....	.....	.....	
	200	.....	.....	.....	.....	.....	
	1,650	.....	.....	.....	.....	.....	
	530	.....	.....	.....	.....	.....	
100	.....	.....	.....	.....	$100	.....	
2,400	.....	.....	.....	$2,400	.....	.....	For maintenance of 15 scholarships.
7,000	7,000	.....	.....	.....	.....	.....	Subscriptions towards a permanent endowment fund of $25,000.
23,500	23,500	.....	.....	.....	.....	.....	To pay indebtedness.
1,500	300	.....	.....	.....	.....	.....	
	300	.....	.....	.....	.....	.....	
	900	.....	.....	.....	.....	.....	
500	.....	.....	.....	.....	.....	.....	Building lot, on condition that a dwelling house for the principal be built.
	500	.....	.....	.....	.....	.....	For dwelling-house.
30	.....	.....	.....	.....	.....	.....	
1,000	1,000	.....	.....	.....	.....	.....	
800	.....	.....	.....	.....	800	.....	
300	.....	.....	.....	.....	300	.....	
1,150	.....	700	.....	.....	.....	.....	
	.....	200	.....	.....	.....	.....	
	.....	250	.....	.....	.....	.....	
500	400	.....	.....	.....	.....	100	
7,000	.....	.....	.....	.....	.....	.....	
700	.....	700	.....	.....	.....	.....	
200	200	.....	.....	.....	.....	.....	
30	30	.....	.....	.....	.....	.....	For a clock and for printing.
20,000	.....	20,000	.....	.....	.....	.....	A mansion to be sold at the death of his widow and proceeds to be invested and interest used to improve the academy grounds.
1,500	1,500	.....	.....	.....	.....	.....	
500	500	.....	.....	.....	.....	.....	
1,000	.....	1,000	.....	.....	.....	.....	For ornamentation of grounds.
265	.....	.....	.....	.....	.....	.....	
600	600	.....	.....	.....	.....	.....	
500	.....	500	.....	.....	.....	.....	Value of telescope.
3,000	.....	3,000	.....	.....	.....	.....	To erect Ladies' Hall,
20,000	20,000	.....	.....	.....	.....	.....	
50	.....	.....	.....	.....	.....	50	For library.
5,000	.....	5,000	.....	.....	.....	.....	

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Wilmington Conference Academy.	Dover, Del	Various persons	
Cookman Institute	Jacksonville, Fla	Various persons	
Masonic Academy	Milton, Fla	Various persons	
Clark University	Atlanta, Ga	Mrs. Bishop Clark	
Fairburn Academy	Fairburn, Ga	W. G. Garner and others	Fairburn, Ga
Nacoochee Male and Female High School.	Nacoochee, Ga	G. W. Williams	Charleston, S. C
Talbot Valley Select School	Pleasant Hill, Ga	J. H. McCoy	
German Evangelical Lutheran School.	Addison, Ill		
Howe Literary Institute	East St. Louis, Ill	Ten trustees	
Chaddock College	Quincy, Ill	Charles Chaddock	Astoria, Ill
Friends' Bloomingdale Academy.	Bloomingdale, Ind		
Spiceland Academy	Spiceland, Ind	Citizens	Spiceland, Ind
Ackworth Institute	Ackworth, Iowa		
Coe Collegiate Institute	Cedar Rapids, Iowa	T. M. Sinclair Mr. Young	Cedar Rapids, Iowa Vinton, Iowa
Friends' Select School	Coal Creek, Iowa		
Lenox Collegiate Institute	Hopkinton, Iowa	T. M. Sinclair	Cedar Rapids, Iowa
Cedar Valley Seminary	Osage, Iowa	Various persons	
Wilton Collegiate Institute	Wilton, Iowa	Franklin Butterfield	
Alexander College	Burksville, Ky	Several persons	
Hebrew Educational Institute	New Orleans, La		New Orleans, La
East Maine Conference Seminary.	Bucksport, Me		
Westbrook Seminary	Deering, Me	Mrs. Moore and others	
Hallowell Classical and Scientific Academy.	Hallowell, Me		
Hampden Academy	Hampden, Me	Citizens	Hampden, Me
Hanover Academy	Hanover, Mass		
Leicester Academy	Leicester, Mass	Former students of the academy.	
Peirce Academy	Middleboro', Mass		
Wesleyan Academy	Wilbraham, Mass	David Smith Six persons	Springfield, Mass
Christ Church Parish School	Red Wing, Minn		
Wesleyan Methodist Seminary	Wasioja, Minn	Various persons	
Grand River College	Edinburg, Mo		
Marionville Collegiate Institute	Marionville, Mo		
Stewartsville Seminary	Stewartsville, Mo	Anonymous	
Proctor Academy	Andover, N. H	Hon. David Clark and others.	Hartford, Conn
Penacook Normal Academy	Fisherville, N. H	John S. Brown and Charles Amsden.	Fisherville, N. H
Francestown Academy	Francestown, N. H	Sarah F. Wallace	Francestown, N. H
Coe's Northwood Academy	Northwood, N. H	Eben S. Coe	Bangor, Me
Kearsarge School of Practice	Wilmot, N. H	Mr. and Mrs. I. B. Youngman, Mrs. Calvin Fiske, and others.	
South Jersey Institute	Bridgeton, N. J	Miss Anna M. Mulford Various persons	Bridgeton, N. J
St. Stephen's School	Millburn, N. J	E. S. Kenwick, esq	Millburn, N. J
Ives Seminary	Antwerp, N. Y	Various persons	
Cayuga Lake Academy	Aurora, N. Y	Hon. E. B. Morgan	Aurora, N. Y
Adelphi Academy	Brooklyn, N. Y	Several persons	
Candor Free Academy	Candor, N. Y		

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$6,000	$6,000	.....	.....	.....	.....	.....	To liquidate debt.
1,000	.....	$1,000	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	200 volumes for library at an average value of $3 per volume.
1,000	.....	1,000	.....	.....	.....	.....	
2,500	.....	2,500	.....	.....	.....	.....	
300	.....	.....	.....	.....	$300	.....	
250	.....	250	.....	.....	.....	.....	
333	.....	.....	.....	.....	.....	.....	
3,000	3,000	.....	.....	.....	.....	.....	To pay debt.
30,000	30,000	.....	.....	.....	.....	.....	$24,000 to pay debt; $6,000 for endowment.
4,000	4,000	.....	.....	.....	.....	.....	
3,400	.....	3,300	.....	.....	.....	$100	
300	.....	300	.....	.....	.....	.....	For repairs and improvements.
2,500	1,500 1,000	.....	.....	.....	.....	.....	For salaries.
200	.....	200	.....	.....	.....	.....	
896	896	.....	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	.....	
800	300	500	.....	.....	.....	.....	To pay debt and repair building.
1,500	1,500	.....	.....	.....	.....	.....	For endowment, on condition that $2,000 be raised.
1,000	.....	.....	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	.....	
105	.....	105	.....	.....	.....	.....	For repairs.
500	500	.....	.....	.....	.....	.....	
100	.....	100	.....	.....	.....	.....	To repair building.
200	200	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	Completion of gifts to the amount of $10,000, to be kept as a permanent fund.
600	.....	.....	.....	.....	.....	.....	
1,150	1,000	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	150	For library.
350	350	.....	.....	.....	.....	.....	
300	.....	300	.....	.....	.....	.....	For repairs.
2,100	.....	.....	.....	.....	.....	.....	
400	.....	.....	.....	.....	.....	.....	
62	62	.....	.....	.....	.....	.....	
250	250	.....	.....	.....	.....	.....	For current expenses and library.
300	.....	300	.....	.....	.....	.....	For school apparatus and furniture.
500	500	.....	.....	.....	.....	.....	
300	300	.....	.....	.....	.....	.....	
1,500	.....	1,000 500	.....	.....	.....	.....	
40,000	17,000 23,000	.....	.....	.....	.....	.....	To pay debt.
1,200	1,200	.....	.....	.....	.....	.....	
419	.....	.....	.....	.....	.....	.....	
500	500	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	Books for library and specimens for cabinet.
50	.....	.....	.....	.....	.....	50	For library.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residenc
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Concluded.			
Clinton Liberal Institute	Clinton, N. Y	Orrin Perry and others	Marshall, N. Y
Greenville Academy	Greenville, N. Y	Several persons	
St. Vincent's Free School	New York, N. Y., (Riverdale P. O.)	Thomas C. Cornell	Yonkers, N. Y
Rochester Realschule	Rochester, N. Y	Rochester Realschule Society.	
Saugerties Institute	Saugerties, N. Y	Citizens	Saugerties, N. Y
Hicksville High School	Hayesville, N. Y		
Raleigh Graded Public School	Raleigh, N. C		
Washington School	Raleigh, N. C	Churches and individuals	
Albany Enterprise Academy	Albany, Ohio		
Germantown Institute	Germantown, Ohio	Rev. K. Koeberlin	Greenville, Ohio
Friends' Select School	Germantown, Pa	Elizabeth R. Fisher	Germantown, Pa
Lake Shore Seminary	North East, Pa		North East, Pa
Friends' Select School	Philadelphia, Pa	Friends' Meeting	
Missionary Institute	Selin's Grove, Pa	Jacob Stroup	
Avery Normal Institute	Charleston, S. C	American Missionary Association.	New York, N. Y
Curryton Baptist High School	Curryton, S. C	Fourth Division, Edgefield Baptist Association	
Lexington High School	Lexington Court-House, S. C.	A. S. Barnes & Co	New York, N. Y
Cane Creek Academy	Cog Hill, Tenn	G. P. Wetmore	Newport, R. I
West Tennessee Seminary	Hollow Rock, Tenn	Citizens	
Nashville Normal and Theological Institute.	Nashville, Tenn	Dr. Nathan Bishop	New York, N. Y
Madison Academy	Rutledge, Tenn		
River-Side Institute	Lisbon, Tex		Lisbon, Tex
Troy Conference Academy	Poultney, Vt	Various persons	
St. Johnsbury Academy	St. Johnsbury, Vt.	Thaddeus Fairbanks	St. Johnsbury, Vt
Green Mountain Perkins Academy.	South Woodstock, Vt.	Nathan T. Churchill	Woodstock, Vt
Carroll College	Waukesha, Wis		
St. John's School	Logan City, Utah	Joseph Richardson	New York
School of the Good Shepherd	Ogden, Utah	Various persons	
Brigham Young Academy	Provo, Utah		Utah County and Provo City.
St. Mark's Grammar School	Salt Lake City, Utah.	Various persons and Sunday schools.	
Salt Lake Collegiate Institute.	Salt Lake City, Utah.	Sunday schools in the East	
LIBRARIES.			
Bridgeport Library	Bridgeport, Conn	Various persons	
Moline Public Library	Moline, Ill	Mr. and Mrs. S. W. Wheelock and others.	Moline, Ill
The Willard Library	Evansville, Ind	Mr. Willard Carpenter	Evansville, Ind
Boston Public Library	Boston, Mass		Boston, Mass
Thayer Public Library	Braintree, Mass	E. A. Hollingsworth	
Haverhill Public Library	Haverhill, Mass	Hon. E. J. M. Hale	
Williamsburg Library Association.	Williamsburg, Mass.	Mrs. Sam'l Williston	Easthampton, Mass
Astor Library	New York, N. Y	{ W. B. Astor, (deceased) { J. J. Astor	New York, N. Y New York, N. Y
Georgic Library	Starkey, N. Y	Mr. L. A. Cheney	Starkey, N. Y
Cleveland Library Association	Cleveland, Ohio	Leonard Case	Cleveland, Ohio

benefactions for 1876, *&c.*—Continued.

Benefactions.							Object of benefaction and 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
$40,000	.....	$40,000	.....	.....	.....	.....	For new building on condition that $80,000 be raised.
431	$431	.....	.....	.....	.....	.....	
3,000	.....	.....	.....	.....	.....	.....	
726	.....	.....	.....	.....	.....	.....	
4,250	4,250	.....	.....	.....	.....	.....	To pay debts.
50	.....	.....	.....	.....	.....	.....	
300	300	.....	.....	.....	.....	.....	
240	(240)	.....	.....	.....	.....	.....	
300	.....	.....	.....	.....	.....	.....	
200	200	.....	.....	.....	.....	.....	A library of 200 volumes.
2,000	.....	.....	.....	.....	.....	.....	
494	.....	.....	.....	.....	.....	.....	
3,000	.....	.....	$3,000	.....	.....	.....	For the second professorship in theological department.
366	366	.....	.....	.....	.....	.....	
300	300	.....	.....	.....	.....	.....	
80	.....	.....	.....	.....	.....	$80	Value of school books donated.
.....	.....	.....	.....	.....	.....	.....	500 volumes for library.
3,500	.....	.....	.....	.....	.....	.....	
25,000	.....	25,000	.....	.....	.....	.....	Given in 1875 and 1876.
25	.....	.....	.....	.....	.....	.....	
1,300	.....	1,300	.....	.....	.....	.....	For furniture.
4,000	4,000	.....	.....	.....	.....	.....	
4,000	3,000	.....	.....	$1,000	.....	.....	
1,000	1,000	.....	.....	.....	.....	.....	
1,200	.....	.....	.....	.....	.....	.....	
750	.....	750	.....	.....	.....	.....	
900	.....	.....	.....	900	.....	.....	For scholarships.
300	.....	300	.....	.....	.....	.....	For an Estey organ.
7,000	7,000	.....	.....	.....	.....	.....	
400	400	.....	.....	.....	.....	.....	
1,200	.....	.....	.....	.....	.....	1,200	To pay indebtedness and purchase books.
3,500	.....	.....	.....	.....	.....	3,500	To establish library.
400,000	.....	.....	.....	.....	.....	400,000	To establish the library.
500	.....	.....	.....	.....	.....	500	To extend the department of pure mathematics.
500	.....	.....	.....	.....	.....	500	
4,500	.....	.....	.....	.....	.....	4,500	
100	.....	.....	.....	.....	.....	100	
260,000	.....	.....	.....	.....	.....	250,000	
	.....	.....	.....	.....	.....	10,000	
.....	.....	.....	.....	.....	.....	.....	A house and a lot of 11 acres.
300,000	.....	300,000	.....	.....	.....	.....	Library building.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
MUSEUMS OF NATURAL HISTORY.			
Museum of Wesleyan University.	Middletown, Conn.	.....	.....
Notre Dame Museum	Notre Dame, Ind.	.....	.....
Earlham College Museum	Richmond, Ind.	.....	.....
Tabor College Museum	Tabor, Iowa	.....	.....
Cutting's Museum	Lunenburg, Vt	.....	.....
INSTITUTIONS FOR THE DEAF AND DUMB.			
Maryland Institution for the Education of the Deaf and Dumb.	Frederick, Md	Benjamin Reigle, (deceased.)	Hagerstown, Md.
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa	.....	.....

benefactions for 1876, *&c.*—Concluded.

Benefactions.							Object of benefaction and 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
$450	.....	.....	.....	.....	.....	$450	
100	.....	.....	.....	.....	.....	100	
450	.....	.....	.....	.....	.....	450	
125	.....	.....	.....	.....	.....	125	
600	.....	.....	.....	.....	.....	600	
11,000	$11,000	.....	.....	.....	.....	.....	Estimated value of legacy; estate not yet settled.
22,751	.....	.....	.....	.....	.....	.....	Including interest on invested fund, &c.

TABLE XXV.—*Publications, educational, historical, &c., for 1876; compiled from publishers' announcements, by the United States Bureau of Education.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
ARCHÆOLOGY, FINE ARTS, AND MUSIC.					
Art; its Laws and the Reasons for Them. By Samuel P. Long. New edition, revised and improved.	Lee & Shepard	Boston, Mass	8vo	248	$2 00
Gems of the Dresden Gallery	Jas. R. Osgood & Co	do	Large 4to		10 00
Gallery of Great Artists	do	do	Large 4to		10 00
The Titian Gallery	do	do	Large 4to		10 00
Gems of the Gray Collection	do	do	Large 4to		
Discoveries at Ephesus, including the Site and Remains of the Great Temple of Diana. By J. T. Wood, F. S. A.	do	do	Imp. 8vo	527	20 00
Massachusetts Artists' Centennial Album. Compiled by two Artists	do	do	Folio	54	2 00
The Theory of Color in its Relation to Art and Art Industry. By Dr. Wilhelm von Bezold. Translated from the German by S. R. Koehler. With an Introduction by Prof. E. C. Pickering.	L. Prang & Co	do	Large 12mo		5 00
Etching and Etchers. By Philip Gilbert Hamerton. Illustrated	Roberts Bros	do	8vo	459	7 50
Designs and Instructions for Decorating Pottery	S. W. Tilton & Co	do	12mo	50	50
Complete Method for Violin. By Julius Eichberg	White, Smith & Co	do	4to	76	2 00
Practical Instruction in the Art of Wood Engraving. By William A. Emerson. Illustrated.	A. Williams & Co	do	18mo	52	50
Schools and Masters of Painting. By A. G. Radcliff	D. Appleton & Co	New York, N. Y	Small 8vo		3 00
The Excavation of Olympia. By Ernst Curtius and Robert P. Keep, Ph. D	A. S. Barnes & Co	do	8vo		25
Examples of Modern Etching. New Series. With descriptive text by P. G. Hamerton.	J. W. Bouton	do	Folio		12 00
The Works of William Unger. A Series of 72 Etchings after the Old Masters, with critical and descriptive Notices by C. Vosmaer. In 10 parts.	do	do	4to		Per part, 6 00
The Symbolical Language of Ancient Arts and Mythology: an Inquiry. By R. P. Knight. Edited with Introduction, Notes, &c., by Alexander Wilder, M. D.	do	do	8vo		3 00
Studies in Design. By Ch. Dresser, Ph. D., F. L. S	Cassell, Petter & Galpin	do	Royal folio		27 00
Marine and Landscape Painting in Oil. Illustrated	Jesse Haney & Co	do	12mo	100	50
How to Draw. Six Letters to a Little Girl on the Elementary Principles of Drawing. By Charles A. Barry. New edition.	Happy Hours Co	do	12mo	58	50
Charcoal Drawing. Translated from the French of Auguste Allongé, by S. D. W.	Hurd & Houghton	do	Small 4to		1 00
Modern Gothic Ornaments. By E. Plassman	Wm. Lindeman	do	Lg. fo. 15x18in		12 00
Principles of Æsthetics. By Prof. Henry N. Day. New edition. Illustrated.	G. P. Putnam's Sons	do	Large 12mo		1 25
The Wonders of Engraving. By Georges Duplessis. Illustrated	Scribner, Armstrong & Co	do	12mo	378	1 50
Arms and Armour in Antiquity and the Middle Ages. By P. Lacombe. Translated, with additions, by Charles Boutell, M. A. Illustrated.	do	do	12mo	x, 296	1 50
Italy; from the Alps to Mt. Ætna. Edited by T. Adolphus Trollope. Illustrated.	Scribner, Welford & Armstrong.	do	4to		22 50

Ariadne Florentina. Six Lectures on Wood and Metal Engraving. By John Ruskin, LL. D. Parts 4, 5, and 6.	John Wiley & Sons	do	12mo	199	1 00
Ariadne Florentina. Complete in one volume	do	do	12mo		1 50
Mornings in Florence. Being Simple Studies of Christian Art for English Travellers. By John Ruskin, LL. D.	do	do	12mo	138	1 00
Theory of Music. A Practical Guide to the Study of Thorough-Bass, Harmony, and Composition. By W. R. Palmer.	John Church & Co	Cincinnati, Ohio			1 00
French and Spanish Painters. By James Stothert. Illustrated	Jos. H. Coates & Co	Philadelphia, Pa	4to		10 00
American Engravers and their Works. By W. S. Baker	Gebbie & Barrie	do	12mo	x, 184	2 00
The Art Gallery of the International Exhibition. By Edward Strahan. Illustrated.	do	do	Small 4to	viii, 112	12 50
A Brief History of Painters of all Schools. By Louis Viardot and others. Illustrated.	J. B. Lippincott & Co	do	Crown 8vo		10 00
ARCHITECTURE.					
A Hand-Book of Architectural Styles. Translated from the German by W. Cottell-Sanders. Illustrated.	D. Appleton & Co	New York, N. Y	8vo	501	6 00
Krüsi's Drawing. Industrial. Elementary Architecture. By Prof. Charles Babcock. 8 numbers.	do	do	Obl. folio		Each 50
Swiss Gothic Model Frame Cottage. By D. T. Atwood, Arch	A. J. Bicknell & Co	do	22 by 28 inches	6 plates, 18	10 00
Modern American Homesteads. By D. T. Atwood, Arch. Illustrated	do	do	8vo		3 50
Rural Church Architecture. New and revised edition	Orange Judd Company	do	4to		6 00
Architectural Iron Works. By Wm. J. Tryer, jr. Illustrated	John Wiley & Sons	do	8vo		3 50
Compendium of Architectural Sheet-Metal Work. By A. O. Kittridge	Henry Carey Baird & Co	Philadelphia, Pa	8vo	565	10 00
Hobbs' Architecture. 2d edition, revised and enlarged	J. B. Lippincott & Co	do	8vo	266	3 00
BIBLIOGRAPHY AND LITERATURE.					
Manual of English Literature, Historical and Critical. By Thomas Arnold, M. A. American edition revised.	Ginn Bros	Boston, Mass	12mo	507	2 00
Text-Book of Prose from Burke, Webster, and Bacon, with notes. By Rev. H. N. Hudson.	do	do	12mo	648	2 50
A Classification and Subject-Index for Cataloguing and Arranging the Books and Pamphlets of a Library. By Melvil Dewey.	Ginn & Heath	do	8vo	44	1 00
The Æneids of Virgil. Translated by William Morris	Roberts Bros	do	8vo		2 50
Goethe's Roman Elegies. Translated into English Verse in the original Metre, by L. Noa.	Schoenhof & Moeller	do	Small 4to	40	75
American Shakespeare Bibliography. By Karl Knortz	do	do	16mo	16	30
English Literature. By Rev. Stopford Brooke, M. A	D. Appleton & Co	New York, N. Y	18mo	167	50
First Steps in English Literature. By Arthur Gilman, M. A	A. S. Barnes & Co	do	16mo	233	1 00
Literary Criticism. By Thomas De Quincey. Riverside edition, vol. 4	Hurd & Houghton	do	12mo	577	1 75
History of French Literature. By Henri Van Laun. 1. From its Origin to the Renaissance.	G. P. Putnam's Sons	do	8vo	xiv, 342	2 50
Dictionary of Books relating to America, from its Discovery to the Present Time. By Joseph Sabin. Parts 41–44.	J. Sabin & Sons	do			10 00
Dictionary of Books relating to America, from its Discovery to the Present Time. By Joseph Sabin. Parts 45–46.	do	do		192	5 00
Plato's Best Thoughts, as compiled from Prof. Jowett's Translation of the Dialogues of Plato. By Rev. C. H. A. Bulkley.	Scribner, Armstrong & Co	do	8vo	480	2 50
Bibliotheca Americana	Robert Clarke & Co	Cincinnati, Ohio	8vo	x, 243	60

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE—Concluded.					
Extracts from French Literature. By Prof. F. Duffet	Wilson, Hinkle & Co	Cincinnati, Ohio	12mo	168	$1 00
Essays in Literary Criticism. By Richard Holt Hutton	Jos. H. Coates & Co	Philadelphia, Pa	12mo	367	1 50
Ancient Classics for English Readers. Livy. By Rev. W. Lucas Collins, M. A.	J. B. Lippincott & Co	do	12mo		1 00
Chambers's Cyclopædia of English Literature. Edited by Robert Chambers, LL. D., and Robert Carruthers, LL. D. New edition, revised to date. (2 vols.) Vol. 1.	do	do	Royal 8vo		4 50
Ancient Classics for English Readers. Ovid. Edited by Rev. Alfred Church, M. A.	do	do	12mo		1 00
Ancient Classics for English Readers. Edited by Rev. W. Lucas Collins. Catullus, Tibullus, and Propertius. By Rev. James Davies, M. A.	do	do	12mo		1 00
Works of Francis Bacon. With a Life of the Author by Basil Montague, esq. New and complete edition. 3 vols.	M. Murphy	do	Sup. roy. 8vo		15 00
Public Libraries in the United States of America. Special Report. Part 1. Their History, Condition, and Management.	Bureau of Education	Washington, D. C.	8vo	xxxv, 1187	
Part 2. Rules for a Printed Dictionary Catalogue. By Charles A. Cutter	do	do	8vo	89	
BIOGRAPHY.					
Life, Correspondence, and Table Talk of Benjamin Robert Haydon. By his Son, F. W. Haydon. 2 vols.	Wm. F. Gill & Co	Boston, Mass	8vo	953	6 00
Washington, Bowdoin, and Franklin, as Portrayed in Occasional Addresses. By Robert Winthrop.	Little, Brown & Co	do	8vo	186	2 00
Plutarch's Lives of Illustrious Men. Corrected from the Greek and revised by A. H. Clough.	do	do	8vo	290	4 00
Life, Letters, and Journals of George Ticknor. 2 vols	Jas. R. Osgood & Co	do	8vo	532, 539	6 00
Memoir of Dr. Samuel Gridley Howe. By Julia Ward Howe. With other Memorial Tributes. (Published by Howe Memorial Com.)	Perkins Institution for the Blind.	do	12mo		1 50
William Godwin; his Friends and Contemporaries. By C. Kegan Paul. 2 vols.	Roberts Bros	do	8vo		6 00
Life and Public Services of Henry Wilson. By Rev. Elias Nason and Thomas Russell.	B. B. Russell	do	12mo	452	1 50
Life of Charlotte Cushman. By Mrs. Dr. Walker	Wm. P. Tenney	do	16mo	96	50
Memoir of Commodore David Porter, U. S. N. By Admiral David D. Porter.	Joel Munsell	Albany, N. Y	8vo		8 00
Memoir of Prof. Charles H. Anthony	do	do	8vo	57	1 00
Memoir of Lieut.-Col. Tench Tilghman, Secretary and Aid to Washington	do	do	Large 8vo	176	2 50
The Founders of Maryland. By Rev. Edward D. Neill, A. B	do	do	8vo	200	2 00
Memoir and Correspondence of Caroline Herschel. By Mrs. John Herschel.	D. Appleton & Co	New York, N. Y	12mo	355	1 75

Life of James W. Grimes, Governor of Iowa, 1854-1858; U. S. Senator, 1859-1869. By William Salter.	....do	....do	8vo		3 50
Representative Names in the History of English Literature. By H. H. Morgan.	....do	....do	Small 4to	47	1 00
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Memoirs of Rev. Charles G. Finney. By Himself	A. S. Barnes & Co	....do	12mo	500	2 00
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Life and Labors of Duncan Matheson, the Scottish Evangelist. By Rev. John Macpherson.	Robert Carter & Bros	....do	16mo	392	1 25
Autobiography of Thomas Guthrie, D. D., and Memoir. By his Sons, Rev. David K. Guthrie and C. J. Guthrie, M. A.	....do	....do	12mo	xviii, 918	2 00
An Autobiography. My Schools and Schoolmasters; or, The Story of my Education. By Hugh Miller.	....do	....do	12mo	xiv, 537	1 50
Life of Benjamin Franklin. By J. S. C. Abbott. (American Pioneers and Patriots, vol. 12.) Illustrated.	Dodd, Mead & Co	....do	12mo		1 50
Life and Letters of Lord Macaulay. By his Nephew, G. Otto Trevelyan, M. P. In 2 vols. Volume 1.	Harper & Bros	....do	8vo	416	2 50
Life and Letters of Lord Macaulay. By his Nephew, G. Otto Trevelyan, M. P. In 2 vols. Volume 2.	....do	....do	8vo	406	2 50
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Life of Rutherford B. Hayes. By William D. Howells	Hurd & Houghton	....do	12mo	vi, 195, 31	1 00
Diary, Reminiscenses, and Correspondence of Henry Crabb Robinson, F. R. S. Edited by Thomas Sadler, Ph. D. 2 vols. in 1.	....do	....do	Crown 8vo	1052	2 50
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Life and Opinions of Peter Cooper. Compiled by Prof. J. C. Zachos	Murray Hill Publishing Company.	....do	8vo	96	25
Life and Letters of the Rev. John McClintock, D. D., LL. D. By George R. Crooks, D. D.	Nelson & Phillips	....do	12mo	410	1 75
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Lives and Portraits of all the Presidents from Washington to Grant. By John B. Duffey.	T. S. Arthur & Son	Philadelphia, Pa	16mo	72	25

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
BIOGRAPHY—Concluded.					
Life of Thomas Jefferson. By Rev. Thomas J. Davis	Claxton, Remsen & Haffelfinger	Philadelphia, Pa.	16mo		$1 00
Memoirs of John Quincy Adams. Edited by Hon. Charles Francis Adams. Vol. 8.	J. B. Lippincott & Co	do	8vo	548	5 00
Memoirs of John Quincy Adams. Edited by Hon. Charles Francis Adams. Vol. 9.	do	do	8vo	551	5 00
Memoirs of John Quincy Adams. Edited by Hon. Charles Francis Adams. Vol. 10.	do	do	8vo		5 00
Memoirs of John Quincy Adams. Edited by Hon. Charles Francis Adams. Vol. 11.	do	do	8vo		5 00
Life of General Thomas J. Jackson. By S. N. Randolph. Illustrated	do	do	Crown 8vo		2 00
Continental Sketches of Distinguished Pennsylvanians. By David R. B. Nevin.	Porter & Coates	do	12mo	247	1 50
The Life of (John) Conrad Weiser. By C. Z. Weiser, D. D	Daniel Miller	Reading, Pa	12mo	454	2 00
Life and Letters of James Henly Thornwell, D. D., LL. D. By B. M. Palmer, D. D., LL. D.	Whittet & Shepperson	Richmond, Va	8vo	614	3 00
DICTIONARIES AND ENCYCLOPÆDIAS.					
Appletons' Annual Cyclopædia. A General Index to Appletons' Annual Cyclopædia. 1861–1875 inclusive.	D. Appleton & Co	New York, N. Y	8vo		3 50
The Student's Classical Dictionary. Abridged from the larger Dictionary. By William Smith, D. C. L., LL. D.	Harper & Bros	do	12mo	438	2 00
A Homeric Dictionary. From the German of Dr. Georg Autenreith. Translated, with Additions and Corrections, by R. P. Keep, Ph. D.	do	do	12mo	xii, 337	1 50
French and English Dictionary. By Ferdinand E. A. Gasc	Henry Holt & Co	do	8vo	1182	4 50
A Concise Glossary of Terms used in Grecian, Roman, Italian, and Gothic Architecture. By John Henry Parker. New edition, with upwards of 300 wood-cuts.	Scribner, Welford & Armstrong.	do	16mo		3 75
Chambers's Etymological Dictionary of the English Language. Edited by James Donald, F. R. G. S., &c.	R. Worthington & Co	do	12mo	596	1 25
Encyclopædia Britannica. Ninth edition, American reprint. Vol. 3	J. M. Stoddart & Co	Philadelphia, Pa.	8vo	751	5 00
Encyclopædia Britannica. Ninth edition, American reprint. Vol. 4	do	do	8vo	717	5 00
EDUCATION.					
Lessons on Objects: as given to Children between the Ages of Six and Eight, in a Pestalozzian School, at Cheam, Surrey. From the 22d London edition.	A. Roman & Co	San Francisco, Cal.	12mo	xx, 230	1 75

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Handbook of the Terrestrial Globe. By Ellen E. Fitz	Ginn Bros	do	12mo	120		1 00
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Selections from Burke. Sections 1 and 2. For Use in Schools and Classes. From Hudson's Text-book of Prose.	do	do	12mo	105, 106	Each,	40
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Selections from Coleridge and Burns. For Use in Schools and Classes. From Hudson's Text-book of Poetry.	do	do	12mo	110		40
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A Practical Guide to Double-Entry Book-keeping. By M. M. Sommer	M. R. Dennis	Newark, N. J	8vo	34		75
New Elementary Book-keeping. By J. C. Bryant, M. D	J. C. Bryant, M. D	Buffalo, N. Y	8vo	96		80
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Recueil de Lectures, à l'usage des Écoles. Par une Sœur de St. Joseph	D. and J. Sadlier & Co	do	16mo	209		2 00
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English Etymology. By William Smeaton	Scribner, Armstrong & Co	do	12mo	164		50
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The Science and Art of Education. By Joseph Payne	do	do	12mo	iv, 29		15
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The Regent's Questions, 1866 to 1876. Compiled by Daniel J. Pratt, A. M., Ph. D.	do	do	16mo	xxxiv, 188		1 00
The same in parts: Arithmetic, Geography, Grammar, Spelling, and Penmanship.	do	do	Each 16mo			25
Primary Reader for Deaf-Mutes. By William H. Latham	Wilson, Hinkle & Co	Cincinnati, Ohio	16mo	170		45

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
EDUCATION—Concluded.					
Wood-Pictures for Little Learners. By E. B. W. 6 vols. Each 2 illustrations.	Presbyterian Board of Publication.	Philadelphia, Pa	18mo	72	$2 10
How to Write Letters. A Manual of Epistolary Art. By J. Willis Westlake, A. M.	Sower, Potts & Co	do	18mo	262	1 00
Literature for Little Folks. Selections from Standard Authors and Easy Lessons in Composition. By Miss Elizabeth Lloyd.	do	do	Large 18mo	142	75
Common School Literature. English and American. By J. Willis Westlake, A. M.	do	do	16mo	156	60
First Class Reader for District Schools. Good Behavior	Cheney & Clapp	Brattleboro', Vt	16mo	54	25
Circulars of Information. No. 8, 1875. Schedule for the Preparation of Students' Work for the Centennial Exhibition, as reported by the Committee of the Department of Superintendence of the National Educational Association, appointed at Minneapolis in 1875.	Bureau of Education	Washington, D. C	8vo	15	
ENCYCLOPÆDIAS.					
(See Dictionaries.)					
FINE ARTS.					
(See Architecture, Fine Arts, and Music.)					
GENERAL SCIENCE.					
The Fundamental Principles of Science. By Leon Hyneman	Colby & Rich	Boston, Mass	8vo	29	25
Geological Sketches. By L. Agassiz. Second series	James R. Osgood & Co	do	16mo	229	1 75
Our Place among Infinities. By R. A. Proctor	D. Appleton & Co	New York, N. Y	12mo		1 75
The History of Creation; or, The Development of the Earth and its Inhabitants by the Action of Natural Causes. From the German of Ernst Haeckel. 2 vols.	do	do	Post 8vo		5 00
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The Progress of Science. By Arabella B. Buckley	do	do	12mo	467	2 00
On Fermentation. By P. Schützenberger. (International Scientific Series.) Illustrated.	do	do	12mo		1 50
The Five Senses of Man. By Junius Bernstein. Illustrated. (International Scientific Series.)	do	do	12mo		1 75
The Warfare of Science. By A. D. White, LL. D	do	do	16mo	151	50
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Annual Record of Science and Industry for 1875. Edited by Prof. Spencer F. Baird.	Harper & Bros	do	12mo	ccxc, 656	2 00
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Magnetism and Electricity. By Prof. Frederick Guthrie, (Advance Science Series.) Illustrated.	G. P. Putnam's Sons	do	12mo		1 50
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The Fatigue of Metals under Repeated Strains. By Ludging Spangenberg. With a preface by S. H. Shreve, A. M. (Science Series, No. 23.)	D. Van Nostrand	do	18mo	89	50
The Moon and the Condition and Configuration of its Surface. By Edmund Nelson, F. R. A. S.	do	do	Royal 8vo		15 00
Qualitative Chemical Analysis. By Professors S. H. Douglas and A. B. Prescott. 2d edition, revised.	do	do	8vo		3 50
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Lessons in Elementary Astronomy. By Richard A. Proctor, B. A	do	do	16mo	144	75
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A Nile Journey. By T. G. Appleton. Illustrated by Eugene Benson	Roberts Bros	do	12mo	307	2 25
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Harper's School Geography	do	do	4to	124	2 00
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The Arctic World Illustrated	Thomas Nelson & Sons	do	Royal folio		5 00
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Sadlier's Excelsior Geography No. 1	W. H. Sadlier	do	12mo	69	40
Sadlier's Excelsior Geography No. 2	do	do	Small 4to	104	1 00
Sadlier's Excelsior Geography No. 3	do	do	4to	118	1 88

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1	2	3	4	5	6
GEOGRAPHY AND TRAVELS—Concluded.					
Turkistan: Notes of a Journey in 1873, in the Russian Province of Turkistan, the Khanates of Khokan and Bokhara, the Provinces of Kuldja. By Eugene Schuyler, Ph. D. Illustrated. 2 vols.	Scribner, Armstrong & Co	New York, N. Y	8vo		Each, $3 75
From the Lakes of Killarney to the Golden Horn. By Henry M. Field, D. D	do	do	12mo	355	2 00
India, and its Native Princes. By Rousselet. Revised and edited by Lieut.-Col. Buckle. New edition.	do	do	Imperial 4to		25 00
Dunraven's Great Divide. A Narrative of Travels in the Upper Yellowstone, in the Summer of 1874. Illustrated.	Scribner, Welford & Armstrong.	do	8vo		5 00
The Middle Kingdom. By S. Wells Williams. New edition. 2 vols	John Wiley & Sons	do	12mo		4 00
The North Star and the Southern Cross. Being the Personal Experiences, Impressions, and Observations of Margaretha Weppner in a Two Years' Journey round the World. 2 vols. [M. Weppner, care L. S. L. Jordan, Cooper Union.]		do	12mo	x, 504 vii, 504	5 00
A Short Geography. First Part: The Hemispheres. By Edward Roth	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	18mo	52	50
Black's General Atlas of the World. Edition of 1876, revised	J. B. Lippincott & Co	do	Folio		25 00
Elementary Physical Geography. By Richard A. Proctor, B. A	P. O'Shea	do	16mo	124	75
The Comprehensive Geography. No. 3	do	do	4to	136	1 80
The Orient and its People. By Mrs. I. L. Hauser	I. L. Hauser & Co	Milwaukee, Wis	12mo		1 75
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Centennial History of the Public School System of California. By John Swett.	A. L. Bancroft & Co	San Francisco, Cal	8vo	246	2 00
Political and Constitutional History of the United States. By Dr. H. Von Holst. Translated by J. J. Labor and Alfred B. Mason. Vol. 1, 1750–1833.	Callaghan & Co	Chicago, Ill	8vo	520	3 50
History of Rome, from the Earliest Times down to 476 A. D. Compiled by Prof. R. F. Pennell.	John Allyn	Boston, Mass	16mo		75
As to Roger Williams and his Banishment from the Massachusetts Plantation. By H. M. Dexter, D. D.	Congregational Publishing Society.	do	4to	vi, 146	3 00
The Arabs and the Turks. By Edson L. Clark	do	do	12mo	326	1 50
History of Massachusetts. By George L. Austin	Estes & Lauriat	do	8vo	378	3 50
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Ancient History. By John Lord, LL. D. New and revised edition	Lockwood, Brooks & Co	do	12mo	570	2 00
History of the Old State House of Pennsylvania, now known as Independence Hall. By Frank M. Etting.	Jas. R. Osgood & Co	do	Square 4to	ix, 204	5 00
A Paragraph History of the American Revolution. By Edward Abbott	Roberts Bros	do	Square 18mo	111	50
Revolutionary Times. By Edward Abbott	do	do	18mo	208	1 00
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Old Landmarks and Historic Personages of Boston. New edition. Illustrated. By Samuel Adams Drake.	do	do	Square 12mo	484	2 00
Pioneers in the Settlement of America, from Florida in 1510, to California in 1849. By William A. Crafts. Illustrated. In 24 parts. Part 1.	Samuel Walker & Co	do	4to	40	50
History and Alumni Record of the State Normal School, Bridgewater, Mass. To July, 1876. By Albert G. Boyden, A. M.	A. Williams & Co	do	8vo	182	1 00
Early History of Springfield, 1636-1675. By Judge Henry Morris. Illustrated.	T. W. Morris	Springfield, Mass	Crown 8vo		1 25
The First Half Century of Dartmouth College. By Nathan Crosby, of the class of 1820.	J. B. Parker	Hanover, N. H	8vo	56	25
History of New Hampshire. By Prof. Edwin D. Sanborn, LL. D	John B. Clarke	Manchester, N. H	8vo	425	3 00
Our Country and Government for One Hundred Years. By Frank C. Bliss. Illustrated.	F. C. Bliss & Co	Newark, N. J	12mo	250	1 00
The Settlement and Indian Wars of Western Virginia and Pennsylvania, from 1763 to 1783, inclusive. By Joseph Doddridge. Edited by Alfred Williams.	Joel Munsell	Albany, N. Y	12mo	330	2 00
Illustrated School History of the World. By J. D. Quackenbos, A. M., M. D.	D. Appleton & Co	New York, N. Y	12mo	473	1 75
A General History of Greece. By Rev. George W. Cox, M. A	do	do	12mo	709	2 50
Old Greek Life. By J. P. Mahaffy, A. M. (History Primers)	do	do	18mo	101	50
History of Europe. By Edward A. Freeman. (History Primers)	do	do	18mo		50
Barnes' Centenary History	A. S. Barnes & Co	do	Royal 8vo	650	6 00
First Step in General History. By Arthur Gilman, M. A	do	do	16mo	385	1 25
Seven Historic Ages; or, Talks about Kings, Queens, and Barbarians. By Arthur Gilman, M. A.	do	do	16mo	144	1 00
Battles of the American Revolution. By H. B. Carrington, LL. D., U. S. A.	do	do	Royal 8vo	700	6 00
History of the Reformation in Europe. By J. H. Merle D'Aubigné, D. D. Translated by William L. R. Cates. Vol. 7.	Robert Carter & Bros	do	12mo	xxix, 576	2 00
History of the Consulate and the Empire of France under Napoleon. By A. Thiers.	Cassell, Petter & Galpin	do	Royal 8vo	970	2 50
History of the French Revolution. By A. Thiers	do	do	Royal 8vo	972	2 50
A General History of Greece. By George W. Cox, M. A	Harper & Bros	do	8vo	xxxii, 709	2 00
A General History of Rome from the Foundation of the City to the Fall of Augustulus, B. C. 753 to A. D. 476. By Charles Merivale, D. D.	do	do	12mo	701	2 00
The Mikado's Empire. Book I.—History of Japan from 660 B. C. to 1872 A. D. Book II.—Personal Experiences, Observations, and Studies in Japan, 1870-1874. By William E. Griffis, A. M. Illustrated.	do	do	8vo	625	4 00
The First Century of the Republic. A Review of American Progress	do	do	8vo	506	5 00
Historical Studies. By Eugene Lawrence	do	do	vo	508	3 00
The Boys of '76. A History of the Battles of the Revolution. By C. C. Coffin. Illustrated.	do	do	8vo	398	3 00
History of the United States. By John A. Doyle. With maps illustrative of the Acquisition of Territory and the Increase of Population. By Francis A. Walker.	Henry Holt & Co	do	16mo	xix, 404	1 40
General Sketch of History. By Edward A. Freeman, D. C. L. New edition	do	do	16mo		1 50

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
HISTORY—Concluded.					
Prehistoric Man. By Daniel Wilson, LL. D. 2 vols. Illustrated. 3d edition, revised.	Pott, Young & Co	New York, N. Y	8vo	{ xv, 399 / xi, 401 }	$2 00
Putnam's Series of School Histories:					
History of England. By L. Schmitz, LL. D	G. P. Putnam's Sons	do	16mo		1 00
History of France. By Sutherland Menzies	do	do	16mo		1 00
History of Germany. By Sutherland Menzies	do	do	16mo	344	1 00
History of Greece. By L. Schmitz, LL. D	do	do	16mo		75
History of Rome. By L. Schmitz, LL. D	do	do	16mo		75
History of India. By William G. Pearce	do	do	16mo	235	1 00
Landmarks of Modern History. By Rev. C. S. Dawe, B. A	do	do	16mo		1 00
The Puritans and Queen Elizabeth. By Samuel Hopkins. New edition. 3 vols.	A. D. F. Randolph & Co	do	8vo	549, 539, 676	7 50
Illustrated Bible History of the Old and New Testaments, for the Use of Catholic Schools. By Dr. I. Schuster. Translated from the German. Revised by Mrs. J. Sadlier.	W. H. Sadlier	do	12mo	vi, 346	60
The Age of Elizabeth. By M. Creighton, M. A. (Epochs of Modern History.)	Scribner, Armstrong & Co	do	12mo		1 00
Fall of the Stuarts; and Western Europe from 1678–1697. (Epochs of Modern History.) By Rev. E. Hale, M. A.	do	do	16mo	xiii, 252	1 00
The First Two Stuarts and the Puritan Revolution. 1603–1660. By Samuel R. Gardiner. (Epochs of Modern History. Edited by E. E. Morris, M. A., and J. S. Phillpotts, B. C. L.)	do	do	12mo	xxi, 222	1 00
The Early Plantagenets. By Wm. Stubbs, M. A. (Edited by Edward E. Morris, M. A. Epochs of Modern History.)	do	do	12mo		1 00
The Greeks and Persians. By Rev. G. W. Cox, M. A. (Epochs of Ancient History.)	do	do	16mo	xxi, 218	1 00
The Early Roman Empire. By Rev. W. W. Capes, M. A. (Epochs of Ancient History. Edited by Rev. G. W. Cox, M. A., and Charles Sankey, M. A.)	do	do	12mo		1 00
The Athenian Empire. From the Flight of Xerxes to the Fall of Athens. By George W. Cox, M. A. (Epochs of Ancient History. Edited by Rev. G. W. Cox, M. A., and Charles Sankey, M. A.)	do	do	16mo	xviii, 257	1 00
Napoleon and his Marshals. By J. T. Headley. New edition. 2 vols in 1	do	do	Large 12mo	340, 328	2 50
Popular History of the United States. By William Cullen Bryant and Sydney H. Gay. Illustrated. In 4 vols. Vol. 1.	do	do	Imperial 8vo	638	6 00
Lectures on the History of the Jewish Church. By A. P. Stanley, D. D. 3d series. Library edition.	do	do	8vo	592	4 00
Manual of Instruction in Church History. By Rev. G. W. Shinn	T. Whittaker	do	18mo		60
History of the Army of the Cumberland. By Thomas B. Van Horne, U. S. A. Illustrated with campaign and battle maps, compiled by Edward Ruger. 2 vols. and atlas.	Robert Clarke & Co	Cincinnati, Ohio	8vo		8 00

Manual of Universal Church History. By Rev. John Alzog, D. D. Translated and edited by Rev. F. J. Pabisch, D. D., D. C. L., LL. D., and Rev. Thomas S. Byrne. In 3 vols. Vol. 2. The Middle Ages. Illustrated.	do	do	8vo	xv, 1093	5 00
A Comprehensive History of Methodism. By James Porter, D. D	Hitchcock and Walden	do	12mo	601	1 75
History of the United States. Grammar school edition. By John Clark Ridpath, A. M. Illustrated.	Jones Bros. & Co	do	12mo	300	1 25
King and Commonwealth. A History of Charles I and the Great Rebellion. By B. Meriton Cordery and J. S. Phillpotts.	J. H. Coates & Co	Philadelphia, Pa	12mo	350	1 75
History of the Civil War in America. By the Comte de Paris. Translated by Louis F. Tasistro. Edited by Henry Coppée, LL. D. Vol. 2.	do	do	8vo		3 50
The Child's History of England. By Charles Dickens. Illustrated	J. B. Lippincott & Co	do	8vo		3 00
Domestic History of the American Revolution. By Ellet. Illustrated	do	do	12mo		1 25
Life of Marie Antoinette, Queen of France. By Prof. Charles Duke Yonge. 2 vols.	do	do	12mo	345, 357	6 00
America Discovered by the Welsh in 1170, A. D. By Rev. Benj. F. Bowen	do	do	12mo		1 25
History, Manners, and Customs of the Indian Nations who once inhabited Pennsylvania and the Neighboring States. By Rev. John Heckewelder. New and revised edition.	do	do	Large 8vo		3 50
The American Centenary; a History of the Progress of the Republic during the first One Hundred Years of its Existence. By B. J. Lossing, LL. D. In 30 parts. Parts 1–8.	Porter & Coates	do	4to	Each, 20	Per part, 50
The Same	do	do	4to	600	15 00
History of Pennsylvania. By Wm. M. Cornell, D. D., LL. D	Quaker City Pub. House	do	8vo	576	3 50
LANGUAGE.					
A Sanskrit Handbook for the Fireside. By Elihu Burritt	Brown & Gross	Hartford, Conn	8vo		2 00
Select Orations of Lysias. With Introduction and Notes by Prof. Wm. A. Stevens, A. M.	S. C. Griggs & Co	Chicago, Ill	12mo	xxviii, 192	1 50
Words; Their Use and Abuse. By William Mathews, LL. D	do	do	12mo	384	2 00
German without Grammar or Dictionary. By Dr. Zur Brücke	do	do	12mo	112	50
Language Lessons. By Miss P. W. Sudlow and W. E. Crosby. Revised edition.	Day, Egbert & Fidlar	Davenport, Iowa	Small 4to	84	35
Latin Prose through English Idiom. By Rev. E. A. Abbott, D. D. With additions by E. R. Humphreys, LL. D.	John Allyn	Boston, Mass	18mo	210	1 00
Selections from Tacitus. By J. T. Champlin	do	do	16mo	250	1 50
Latin Composition. By J. H. Allen and J. B. Greenough	Ginn Bros	do	12mo	vii, 190	1 50
First Lessons in Greek. By John W. White, A. M	do	do	12mo	viii, 208, 55	1 25
New Latin Method. By J. H. Allen	do	do	12mo	250	1 50
Latin Lessons prepared to accompany Allen and Greenough's Latin Grammar. By R. F. Leighton. Revised edition.	do	do	12mo	352	1 56
Manual of Instruction in Latin. Prepared by J. H. Allen and J. B. Greenough.	do	do	18mo	254	1 50
The Medea of Euripides. With Notes and an introduction by F. D. Allen, Ph. D.	do	do	12mo	141	1 25
A Treatise on the Meaning of the Derivatives of the Greek Root $\beta A \Phi$. By Hiram Carleton.	A. Williams & Co	do	32mo	44	30
Hebrew Reader and Grammar. By A. Mannheimer. 2d edition	Frederick Roeslein	St. Louis, Mo	8vo	154	1 25
Witter's New Series of German Readers. New Second German Reader	Conrad Witter	do	16mo	x, 184, 14	50
Rational Method, following Nature, Step by Step, to learn how to Read, Hear, Speak, and Write French. By Claude Marcel.	D. Appleton & Co	New York, N. Y	18mo		50
First German Reader. By Charles F. Kroch, A. M	do	do	12mo	67	40

TABLE XXV.—*Publications, educational, historical &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
LANGUAGE—Concluded.					
Elementary German Course. By Adam E. Schulte	D. Appleton & Co	New York, N. Y	12mo	188	$1 25
Illustrated Lessons in Our Language. By G. P. Quackenbos, LL. D	do	do	12mo		60
Le Petit Précepteur; or, First Steps to French Conversation. By F. Grandineau.	A. S. Barnes & Co	do	16mo	176	75
Der kleine Lehrer. On the Plan of Le Petit Précepteur	do	do	16mo	174	75
Le Petit Grammairien; or, First Steps to French Reading. By T. Pagliardini.	do	do	16mo	207	75
A Complete Dictionary to Cæsar's Gallic War. By Albert Creak, M. A	do	do	12mo	92	1 00
How to Learn the Sense of 3,000 French Words in One Hour	Dick & Fitzgerald	do	18mo	60	25
Athenagoras. Edited by F. A. March, LL. D. With Notes by Prof. W. B. Owen, A. M.	Harper & Bros	do	12mo	262	1 75
The French Principia. Part II	do	do	12mo	x, 365	1 25
The German Principia. Part I	do	do	12mo	vi, 158	75
The Select Works of Tertullian. Edited for Schools and Colleges, by F. A. March, LL. D. With an introduction by Lyman Coleman, D. D.	do	do	12mo		1 75
M. Tullii Ciceronis Orationes XIV Selectæ. Recognovit Reinholdus Klotz. Editio altera emendatior.	do	do	16mo		75
Latin Grammar for Beginners. By S. Z. Ammen, A. M	Henry Holt & Co	do	12mo	iv, 125	1 00
Lese- und Sprach-Buch für deutsch-amerikanische Schüler. Von L. R. Klemm.	do	do	12mo	iv, 86	40
Elements of Latin Grammar. By Gustavus Fischer, LL. D	J. W. Schemerhorn & Co	do	12mo	236	1 25
Chips from a German Workshop. By F. Max Müller, M. A. Vol. 4	Scribner, Armstrong & Co	do	Crown 8vo		2 50
Modern Philology. By B. W. Dwight. New edition. 2 vols	do	do	8vo		4 00
Ahn's First German Reader. By Dr. P. Henn	E. Steiger	do	12mo	vii, 151	60
The Same, with foot-notes and vocabulary	do	do	12mo	vii, 151	60
Key to Ahn's First German Reader. By Dr. P. Henn	do	do	12mo	vi, 61	30
Leichte Vorübungen im Lesen für Schule und Haus. Von Hermann Reffelt.	do	do	16mo	33	20
Ahn's Complete German Method. By Dr. P. Henn	do	do	12mo	466	1 75
Fourth German Book. By Dr. P. Henn	do	do	12mo	168	60
Rudiments of the German Language. By Dr. P. Henn	do	do	12mo	266	1 00
Grammar of the Biblical Chaldaic Language and the Talmud Babli. Idioms. By S. D. Luzzatto. Translated from the Italian and largely reviewed by J. S. Goldammer, D. P.	John Wiley & Sons	do	12mo		1 50
Pennsylvania German Manual, for Pronouncing, Speaking, and Writing English. In 3 parts. Part 1, Pronouncing Exercises. Part 2, Pennsylvania German Reader. Part 3, Pennsylvania German Dictionary. By A. R. Horne, A. M.	Urich & Gehring	Kutztown, Pa	12mo	172	1 00
A Short Latin Grammar. Part first. The Declensions. By Edward Roth, A. M.	Claxton, Remsen & Haffelfinger	Philadelphia, Pa	18mo	50	50

Clark's Latin Grammar. Elementary Course. By Thomas Clark. Revised and enlarged edition.	Chas. Desilver & Sons	do	12mo	365	1 50
Selections from the Satires of Juvenal, to which is added the Fifth Satire of Persius. With notes by Thomas Chase, M. A.	Eldredge & Bro	do	16mo	288	1 25
Brachet's French Grammar. By Auguste Brachet. Adapted for the Use of English Schools. By P. H. E. Brette and Gustave Masson.	J. B. Lippincott & Co	do	12mo		1 25
Public School Elementary French Grammar. By Auguste Brachet	do	do	12mo		75
LAW.					
Law of Private Corporations. By John Proffatt, LL. B	A. L. Bancroft & Co	San Francisco, Cal	8vo	275	4 50
The Law of Homesteads and Exemptions. By John H. Smyth	Sumner, Whitney & Co	do	8vo		5 00
Legal Recreations. Vol. 2. The Curiosities and the Law of Wills. By John Proffatt, LL. B.	do	do	16mo	216	1 50
Vol. 3. Judicial Puzzles. By John Paget	do	do	16mo	155	1 50
Vol. 4. The Law of the Road. By R. V. Rogers	do	do	16mo		1 50
Notes on Elementary Law. By Prof. William C. Robinson	Hoggson & Robinson	New Haven, Conn	8vo		1 00
Law of Receivers. By James L. High	Callaghan & Co	Chicago, Ill	8vo		7 50
The Law of Taxation. By Thomas M. Cooley, LL. D	do	do	8vo		7 50
The Institutes of Justinian; with English Introduction, Translation, and Notes. By T. C. Sandars, M. A. First American from Fifth London edition. With an Introduction by William G. Hammond, LL. D.	do	do	8vo	lxi, 693	7 50
Pleading and Practice in Iowa. By W. E. Miller, Chief-Justice of Iowa. New edition, revised.	Mills & Co	Des Moines, Iowa	8vo	800	7 50
Massachusetts Ecclesiastical Law. By Edward Buck. Revised edition	Congregational Publishing Society.	Boston, Mass	12mo	316	1 75
Commentaries on the Law of Married Women. By Joel Prentiss Bishop. Vol. 2.	Little, Brown & Co	do	8vo	756	6 00
The Law of Taxation. By Francis Hilliard	do	do	8vo	636	6 00
Remedies and Remedial Rights. By John Norton Pomeroy, LL. D	do	do	8vo	844	6 00
The Limitation of Actions at Law and Suits in Equity and Admiralty. Sixth edition. By J. K. Angell. Edited by John W. May.	do	do	8vo		6 00
On the Disabilities Incident to Infancy. By M. D. Ewell	do	do	8vo		6 00
The Law of Wills. By Isaac F. Redfield. Fourth edition. Vol. 1. Third edition, revised and enlarged. Vol. 2.	do	do	Each, 8vo		Each, 6 00
On the Law of Real Property. By Emory Washburn, LL. D. (3 vols.) Fourth edition.	do	do	8vo		18 00
The Law of Personal Property. By James Schouler. Vol. 2	do	do	8vo		6 00
Probate Law and Practice. By William L. Smith. Third edition	do	do	12mo		2 00
The Law of Evidence. By Simon Greenleaf. Thirteenth edition. Edited and revised by John Wilder May. Vol. 1.	do	do	8vo		6 00
Clitty on Pleading. Sixteenth American edition. With Notes and References, by J. C. Perkins, LL. D. 2 vols.	G. & C. Merriam	Springfield, Mass	8vo	2138	16 00
Political and Constitutional Law of the United States of America. By William O. Bateman.	G. I. Jones & Co	St. Louis, Mo	8vo	400	3 00
Abridgment of Elementary Law. By M. E. Dunlap	Soule, Thomas & Wentworth	do	8vo		3 75
The Principles of the Law of Evidence. By W. M. Best, LL. B. Edited by H. G. Wood. 2 vols.	Weare C. Little & Co	Albany, N. Y	8vo		15 00
A Treatise on the Right of Personal Liberty, and on the Writ of Habeas Corpus. By R. C. Hurd. Second edition. With Notes, by F. H. Hurd.	do	do	8vo		7 50
The Law of Adoption. By William H. Whitmore, A. M	Joel Munsell	do	8vo	vii, 111	2 00

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
LAW—Concluded.					
Commentaries on the Laws of England. By Herbert Broom and Edward A. Hadley. With Notes, by William Wait. 2 vols.	John D. Parsons, jr	Albany, N. Y		Each, 900	Per vol., $6 50
The Code of Remedial Justice. Edited by Montgomery H. Throop	Weed, Parsons & Co	do	8vo	935	6 00
The Law of Assignments. By Granville P. Hawes	Baker, Voorhis & Co	New York, N. Y	8vo	192	2 00
Internationalism, by Ilis Excellency Don Arturo de Marcoartu; and Prize Essays on International Law, by A. P. Sprague, esq., and M. Paul Lacombe.	do	do	8vo	126	3 50
Partnership Laws	do	do	8vo	32	75
A Treatise on Negotiable Instruments. By Hon. John W. Daniels. 2 vols.	do	do	8vo	Each, 800	15 00
Philosophy of Law. By Herbert Broom, LL. D	do	do	8vo		2 50
On Conveyances made by Debtors to Defraud Creditors. By Orlando F. Bump. Second edition, revised and enlarged.	do	do	8vo	750	6 50
Outlines of an International Code. Book I, On Peace. Book II, On War. Second edition, revised and enlarged, by David Dudley Field.	do	do	8vo	756	7 50
Mitford's and Tyler's Pleadings and Practice in Equity	do	do	8vo	774	6 50
Practice of the Court of Chancery. Second edition, revised and enlarged. By Oliver L. Barbour, LL. D. (In 3 vols.) Vol. 3.	Banks & Bros	do	8vo		7 50
Addison on Torts. By James M. Dudley and Edwin Baylies	do	do	8vo	1572	15 00
The Principles of the Law of Evidence. By W. M. Best, LL. D. With American Notes, by James A. Morgan. Vol. 2.	James Cockcroft & Co	do	8vo		7 50
Questions of Law and Fact. By J. C. Wells	do	do	8vo	700	7 50
The Law of Torts. By C. G. Addison. Reprinted from the last London edition, with full American notes, by H. G. Wood. Vol. 2.	do	do	8vo	950	7 50
On the Law of Contracts. By C. G. Addison. First American edition. Edited by J. A. Morgan. Vol. 3.	do	do	8vo	900	7 50
Rights, Remedies, and Liabilities of Landlord and Tenant. By David M. McAdam.	Diossy & Co	do	8vo	400	5 50
Key to Story's Equity Jurisprudence. By R. S. Guernsey	do	do	8vo	133	4 00
Law of Real Estate Brokers. By William R. Lynch	do	do	8vo	120	1 50
The Law of Manufacturing Corporations in the State of New York. By John F. Baker.	do	do	8vo	xvii, 289	4 00
United States Courts and their Practice. By Benjamin Vaughan Abbott. New edition. (In 2 vols.) Vol. 1.	do	do	8vo	425	7 50
The Law of Liens. By S. F. Kneeland	McDivitt, Campbell & Co	do	8vo	550	4 50
Legal Chemistry. Translated, with additions, from the French of A. Naquet. By J. P. Battershall. With a preface by C. F. Chandler, Ph. D., LL. D., M. D.	D. Van Nostrand	do	12mo	178	2 00
Common School Law for Common School Teachers. Compiled by C. W. Bardeen.	C. W. Bardeen	Syracuse, N. Y	16mo	48	50

The Law of Evidence. By Thomas Starkie, esq. Tenth American edition from fourth London. With notes, by Metcalf, Ingrabam, Gerhard, and George Sharswood.	T. & J. W. Johnson	Philadelphia, Pa	8vo	984	7 50
Commentary on the Law of Agency and Agents. By Francis Wharton, LL. D.	Kay & Bro	do	8vo	620	6 50
Essays on Legal Topics. By James Parsons	Rees, Welsh & Co	do	8vo	153	1 50
Institutes of Common and Statute Law. By John B. Minor, LL. D. Vol. 2.	West, Johnston & Co	Richmond, Va	8vo	1200	13 00
Statutory Jurisdiction and Practice of the Supreme Court of the U. S. By R. Phillips. Revised edition.	W. H. & O. H. Morrison	Washington, D. C	8vo	548	5 00
LITERATURE.					
(See Bibliography and Literature.)					
LOGIC.					
(See Philosophy and Logic.)					
MATHEMATICS.					
The Elements of Plane Trigonometry. By H. N. Wheeler, A. M.	Ginn & Heath	Boston, Mass	12mo	x, 109	1 25
The Universal Metric System. By Alfred Colin, M. E	D. Appleton & Co	New York, N. Y	12mo		50
Algebraic Equations. By John Macnie, M. A	A. S. Barnes & Co	do	Square 8vo	x, 184	2 50
Manual of Geometry and Conic Sections. By William G. Peck, LL. D	do	do	12mo	304	1 60
Principles of Approximate Computations. By Joseph J. Skinner, C. E	Henry Holt & Co	do	16mo	98	1 25
Bryant and Stratton Business Arithmetic. New edition, revised	Albert Mason	do	8vo		2 50
The Science of Arithmetic. By Prof. Edward Olney	Sheldon & Co	do	12mo	295	1 50
Short Logarithmic and other Tables. By W. Cawthorne Unwin. Second edition.	E. & F. N. Spon	do	8vo	32	80
Elements of Geometry. By A. Schuyler, L. B. D	Wilson, Hinkle & Co	Cincinnati, Ohio	12mo	372	1 50
A Manual of Arithmetic. By E. E. White, A. M	do	do	16mo	215	1 00
The Model Primary Arithmetic. By Edgar A. Senger	Eldredge & Bro	Philadelphia, Pa	16mo	128	30
The Model Elementary Arithmetic. By Edgar A. Senger	do	do	12mo	256	60
The Model Common School Arithmetic. By Edgar A. Senger	do	do	12mo	356	1 00
Higher Arithmetic. By Prof. Edward Brooks, A. M	Sower, Potts & Co	do	12mo	500	1 25
Normal Higher Arithmetic. By Prof. Edward Brooks, A. M	do	do	12mo	501	1 38
First Book in Arithmetic. By Prof. M. B. Goff, A. M	A. H. English & Co	Pittsburg, Pa	16mo	144	40
MECHANICS AND PHYSICS.					
The Nature of Light, with a General Account of Physical Optics. (International Scientific Series.) By Dr. Eugene Lommel.	D. Appleton & Co	New York, N. Y	12mo		2 00
Elements of Physics; or, Natural Philosophy. By Neil Arnott, M. D. Seventh edition. Edited by Alexander Bain, LL. D., and A. S. Taylor, M. D.	do	do	12mo	873	3 00
The Theory of Sound in its Relation to Music. By Prof. Pietro Blaserna	do	do	12mo	187	1 50
Elements of Physical Manipulation. By Prof. Edward C. Pickering. Part II.	Hurd & Houghton	do	8vo	326	4 00
Building Construction. By R. S. Burn. Part I. Masonry. 2 vols. (Advance Science Series.)	G. P. Putnam's Sons	do	12mo, plates 4to		4 00
Elementary Handbook of Applied Mechanics. By William Rossiter. (Elementary Science Series.)	do	do	18mo	149	75

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Concluded.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
MECHANICS AND PHYSICS—Concluded.					
Elementary Handbook of Theoretical Mechanics. By William Rossiter. (Elementary Science Series.)	G. P. Putnam's Sons	New York, N. Y	18mo	146	$0 75
Hydraulic and other Machines. By Thomas Ewbank. New edition, revised.	Scribner, Armstrong & Co	do	8vo	612	6 00
Bridge and Tunnel Centres. By John B. McMaster, C. E. Illustrated	D. Van Nostrand	do	18mo	106	50
Safety-Valves. By Richard H. Buel, C. E	do	do	18mo	108	50
How to Build Ships. An Essay upon the Weakness of large Iron Ships, with Recommendations for making them Strong. By Capt. S. P. Griffin. Illustrated.	do	do	16mo		75
Report on the Compressive Strength, Specific Gravity, and Ratio of Absorption of the Building Stones in the United States. By Gen. Q. A. Gillmore, U. S. A. Illustrated.	do	do	8vo		1 00
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Elements of Graphical Statics. By A. Jay Du Bois, C. E., Ph. D. 2 vols.	John Wiley & Sons	do	8vo		5 00
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Notes on Building Construction. Part 2	do	do	8vo		3 50
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Pharmacological Dictionary. By Dr. Robert Karl Beer	Beer & Sadler	Baltimore, Md	Small 8vo	83	1 50
Filth Diseases and their Prevention. By John Simon, M. D., F. R. C. S. First American edition.	James Campbell	Boston, Mass	12mo	96	1 00
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A Treatise on Diseases of the Eye. By Henry C. Angell, M. D. Fourth edition, enlarged and illustrated.	Boericke & Tafel	do	12mo	244	3 00
Encyclopædia of Pure Materia Medica. Edited by T. F. Allen, A. M., M. D. { Vol. 3 / Vol. 4 }	do	do	{ 8vo / Royal 8vo	641 / 628	6 00 / 6 00
Organon of the Art of Healing. By Samuel Hahnemann. Fifth American edition, translated from the fifth German edition by C. Wesselhoeft, M. D.	do	do	8vo	244	2 00
Therapeutics of Tuberculosis. By Wm. H. Burt, M. D	do	do	8vo	230	2 00
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Therapeutics of Diphtheritis. By F. G. Oehme, M. D	do	do	8vo	68	50
Essentials of Diet; or, Hints on Food, in Health and Disease. By the late E. Harris Ruddock, M. D. Corrected and revised by E. B. Shuldham, M. D.	do	do	18mo	252	1 50
Repertory to the New Remedies. By C. P. Hart, M. D	do	do	8vo	199	1 50
Hay Fever; or, Summer Catarrh. By George M. Beard, A. M., M. D	Harper & Bros	do	12mo	266	2 00
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The Anatomy of the Head. By Thomas Dwight, M. D	do	do	8vo	136	2 50
Medical Register for New England. By Francis H. Brown, M. D., M. M. S. S.	do	do	12mo	xi, 413	1 50
American Clinical Lectures. Edited by E. C. Seguin, M. D	G. P. Putnam's Sons	do			
American Clinical Lectures. No. 11, on the Diagnosis of Diseases, accompanied with Real or Apparent Paraplegia without Marked Muscular Degeneration. By H. C. Wood, jr., M. D.	do	do	8vo		30
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American Clinical Lectures. No. 2, Morbid Nervous Sensibility. By Dr. J. S. Jewell.	do	do	8vo	40	30
American Clinical Lectures. No. 20, Hypertrophied Prostate. By R. S. Weir.	do	do	8vo	40	30

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
MEDICINE AND SURGERY—Continued.					
American Clinical Lectures. No. 21, Points in the Surgery of Childhood. By Prof. J. H. Pooley.	G. P. Putnam's Sons	New York, N. Y	8vo		$0 30
American Clinical Lectures. No. 22, Spinal Irritation. By Prof. Wm. A. Hammond.	do	do	8vo		30
Spiritualism and Allied Causes and Conditions of Nervous Derangement. By Wm. A. Hammond, M. D.	do	do	8vo	400	2 25
Compendium of Histology. By Heinrich Frey. Translated from the German by George R. Cutter, M. D. Illustrated.	do	do	8vo	274	3 25
Use of the Spectroscope in its Application to Scientific and Practical Medicine. By Dr. Emil Rosenberg.	do	do	8vo		1 25
The Functions of the Brain. By Prof. David Ferrier, M. D., F. R. S. Illustrated.	do	do	8vo		3 50
Report on General Paralysis. By D. A. Morse, M. D	E. Steiger	do	8vo	120	50
Report on Monomania. By D. A. Morse, M. D	do	do	8vo	46	25
Medical Thermometry and Human Temperature. By E. Seguin, M. D	Wm. Wood & Co	do	8vo	446	3 50
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Liver Complaints, Nervous Dyspepsia, and Headache. By M. L. Holbrook, M. D.	Wood & Holbrook	do	12mo	150	1 00
Vaccination as a Preventive of Small-Pox. By W. C. Chapman, M. D	Brown & Faunce	Toledo, Ohio	8vo	91	50
Plain Directions for Accidents, Emergencies, and Poisons, and Care of the Sick. By a Fellow of the College of Physicians of Philadelphia. Enlarged edition.	Claxton, Remsen & Haffelfinger	Philadelphia, Pa	12mo	212	1 00
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A Manual of Percussion and Auscultation. By Austin Flint, M. D	do	do	12mo		1 75
The Science and Practice of Midwifery. By W. S. Playfair, M. D, F. R. C. P. Illustrated.	do	do	8vo		4 00
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The Theory and Practice of Medicine. By John S. Bristowe, M. D. Edited, with Notes, by James H. Hutchinson, M. D.	do	do	8vo		5 50
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A Practical Treatise on the Diseases, Injuries, and Malformations of the Urinary Bladder, the Prostate Gland, and the Urethra. By Samuel D. Gross, M. D., LL. D. Third edition. Revised and edited by Samuel W. Gross, M. D. Illustrated.	do	do	8vo		4 50
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Inhalation in the Treatment of Diseases. By John Solis Cohen, M. D. Second edition, revised and enlarged.	do	do	12mo	392	2 75
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On Nutrition in Health and Disease. By James H. Bennett, M. D. Second edition, revised and enlarged.	do	do	8vo	248	2 50

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
MEDICINE AND SURGERY—Concluded.					
Clinical Studies. By Sir John R. Cormack, K. B., M. D., &c. Two vols	Lindsay & Blakiston	Philadelphia, Pa	8vo	1127	$6 50
Manual of Dental Anatomy, Human and Comparative. By Charles S. Tomes, M. A. Illustrated.	do	do	16mo	406	3 50
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Medical Diagnosis. By J. M. Da Costa, M. D. Fourth edition, revised and enlarged. Illustrated.	J. B. Lippincott & Co	do	8vo		5 00
Transactions of the Pathological Society of Philadelphia. Report of the Proceedings for 1874, and from January, 1875, to July, 1875. Vol. 5. Edited by James Tyson, M. D.	do	do	8vo		4 00
Atlas of Skin Diseases. By Louis A. Duhring, M. D. Part 1	do	do	4to		2 50
Ipecacuanha: Studies, Chiefly Clinical, on the Non-Emetic Use of Ipecacuanha. By Alfred A. Woodhull, M. D.	do	do	Crown 8vo		2 00
Insanity in its Medico-Legal Relations. By A. C. Cowperthwait, A. M., M. D	J. M. Stoddart & Co	do	12mo	80	1 00
The Body and Its Ailments. Edited by Geo. H. Napheys, A. M., M. D. Illustrated.	H. C. Watts & Co	do	Crown 8vo	438	2 00
MUSIC.					
(See Archæology, Fine Arts, and Music.)					
NATURAL HISTORY.					
Manual of Vertebrates of the Northern United States. By D. S. Jordan, M. S., M. D.	Jansen McClurg & Co	Chicago, Ill	12mo	342	2 00
Insects as Mimics. Insects as Architects. By A. S. Packard, jr. Illustrated	Estes & Lauriat	Boston, Mass	Each, sq. 12mo	Each, 32	Each, 25
Half Hours with Insects. By Prof. A. S. Packard, jr. Illustrated	do	do	12mo	384	2 50
Analysis of Plants. By Mark W. Harrington. University edition, 130 blanks.	Sheehan & Co	Ann Arbor, Mich	4to		90
Analysis of Plants. By Mark W. Harrington. School edition, 60 blanks	do	do			60
Winter Fauna of Mount Marcy. By Verplanck Colvin	Joel Munsell	Albany, N. Y	8vo	16	25
The Movements and Habits of Climbing Plants. By Charles Darwin, M. A., F. R. S.	D. Appleton & Co	New York, N. Y	12mo	206	1 25
Animal Parasites and Messmates. By P. J. Van Beneden. (International Scientific Series.)	do	do	12mo	274	1 50
The Variation of Animals and Plants under Domestication. By Charles Darwin, M. A., F. R. S., 2d edition, revised. 2 vols.	do	do	12mo	{ xiv, 473 / x, 495 }	5 00
Botany. By J. D. Hooker, C. B., P. R. S. (Science Primers.) Illustrated	do	do	18mo	124	50

Wilson's American Ornithology; or, Natural History of the Birds of the United States. With the continuation by Prince Charles Lucien Bonaparte. New and enlarged edition. 3 vols.	J. W. Bouton	do	8vo		18 00
Comparative Zoölogy, Structural and Systematic. By James Orton, A. M. Illustrated.	Harper & Bros	do	12mo	396	3 00
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Life Histories of Animals, including Man; or, Outlines of Comparative Embryology. By A. S. Packard, jr.	Henry Holt & Co	do	8vo	243	2 50
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Outlines of the Art of Expression. By J. H. Gilmore, A. M. 2d edition, revised and enlarged.	Ginn Bros	Boston, Mass	12mo	117	1 25
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History of the Intellectual Development of Europe. By John W. Draper, M. D., LL. D. Revised edition. In 2 vols.	Harper & Bros	do	12mo	{ xii, 438 / ix, 435 }	3 00
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History of Philosophy. By Prof. Ueberweg. Translated by Prof. G. S. Morris, A. M. Edited by Noah Porter, D. D., LL. D., and P. Schaff, D. D. New edition. 2 vols.	Scribner, Armstrong & Co	do	8vo	488, 562	5 00
History of Ancient and Modern Philosophy. By Joseph Haven	Sheldon & Co	do	Large 12mo		2 00
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
Archology; or, The Science of Government. By S. V. Blakeslee	A. Roman & Co	San Francisco, Cal	12mo	164	1 25
De Tocqueville's Democracy in America. Translated by Reeve. Edited with Notes and revised by Prof. Francis Bowen. 2 vols.	John Allyn	Boston, Mass	8vo		5 00

TABLE XXV.—*Publications, educational, historical, &c., for* 1876, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
POLITICAL AND SOCIAL SCIENCE—Concluded.					
The Production and Distribution of Wealth. By David A. Wells	A. Williams & Co	Boston, Mass	8vo	24	$0 20
Common-Sense; or, First Steps in Political Economy. By M. R. Leverson, Ph. D.	Authors' Pub. Co	New York, N. Y	12mo	225	1 25
The National Currency and the Money Problem. By Hon. Amasa Walker, LL. D.	A. S. Barnes & Co	do	8vo	63	50
History of Liberty. By John F. Aikin	do	do	12mo	162	1 00
The Wages Question. By Francis A. Walker, M. A., Ph. D	Henry Holt & Co	do	8vo		3 50
Étude sur la République des États-Unis d'Amérique. Par le Marquis de Talleyrand-Périgord.	Hurd & Houghton	do	8vo		3 00
The Science of Government in connection with American Institutions. New edition. By Joseph Alden, LL. D.	Sheldon & Co	do	12mo	304	1 50
General Introduction to Social Science. Sociological Series, No. 1. Part 1. Introduction to Fourier's Theory of Social Organization. By Albert Brisbane. Part 2. Social Destinies. By Charles Fourier.	Chas. P. Somerby	do	8vo	272	1 00
Theory of Social Organization. Sociological Series, No. 2. By Charles Fourier. With Introductions by Albert Brisbane.	do	do	12mo	612	1 50
RELIGION.					
(See Theology and Religion.)					
SOCIAL SCIENCE.					
(See Political and Social Science.)					
SURGERY.					
(See Medicine and Surgery.)					
THEOLOGY AND RELIGION.					
Dictionary of Christian Antiquities. Being a continuation of the Dictionary of the Bible. Edited by Wm. Smith, D. C. L., LL. D., and Samuel Cheetham, A. M. In 2 vols. Vol. 1.	J. B. Burr Pub. Co	Hartford, Conn	8vo	xiii, 898	3 50
The Greek Word Aion-Aionios, translated Everlasting-Eternal in the Holy Bible, shown to denote Limited Duration. By Rev. John Wesley Hanson, A. M.	Northwestern Universalist Pub. House.	Chicago, Ill	8vo	79	75
Harmony of the Four Gospels, in Greek. By Prof Frederic Gardiner, D. D	W. F. Draper	Andover, Mass	8vo	liv, 268, 64	3 00
Principles of Textual Criticism. By Prof. Frederic Gardiner, D. D	do	do	8vo	64	75

The Gospel Life of Jesus Christ. By L. A. Davis	D. Lothrop & Co	Boston, Mass	16mo		1 25
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Outlines of the Religion and Philosophy of Swedenborg. By Theophilus Parsons.	Roberts Bros	do	16mo		1 25
The Book called Job. From the Hebrew. With foot-notes. By Oliver S. Halstead.	Oliver S. Halstead	Lyons Farms, N. J	12mo	17, 165	1 00
The Christian Faith. An Exposition of the Apostles' Creed. By Rev. Geo. M. Baker.	Martin Taylor	Buffalo, N. Y	23 by 28 inches		1 00
Israel's Kings and Christ's Apostles. International Sunday-School Commentary. Vol. 6.	American Bible Union	New York, N. Y	8vo	160	1 00
The Gospel and Epistles of John. With Notes. By Rev. Henry Cowles, D. D.	D. Appleton & Co	do	12mo		2 00
The Acts of the Apostles. With Notes, Comments, Maps, and Illustrations. By Rev. Lyman Abbott.	A. S. Barnes & Co	do	8vo	262	1 75
John the Baptist. A Contribution to Christian Evidences. By H. R. Reynolds, D. D.	do	do	8vo	548	4 00
Synoptical Lectures on the Books of Holy Scripture. Third series. Romans–Revelation. By Donald Fraser, D. D.	Robert Carter & Bros	do	12mo	iv, 306	2 00
The Life of Christ. By F. W. Farrar, D. D. In 32 parts. Parts 1-4	Cassell, Petter and Galpin	do	4to	Each, 24	25
The New Testament. Translated from the Latin Vulgate, and first published in A. D. 1582.	Catholic Pub. Soc	do	4to		5 00
The Testimony of the Evangelists examined by the Rules of Evidence administered in Courts of Justice. By Simon Greenleaf, LL. D. With an Appendix by Constantine Tischendorf.	E. P. Dutton & Co	do	8vo	xxiii, 613	5 00
Rudiments of Theology. By Rev. John P. Norris, B. D	do	do	12mo	293	1 00
Bible Word-Book. By William Swinton. Edited by Prof. T. J. Conant, D. D.	Harper & Bros	do	Square 16mo	106	1 00
Notes on James, Peter, John, and Jude. By Albert Barnes. Revised edition.	do	do	12mo	405	1 50
Cyclopædia of Biblical, Theological, and Ecclesiastical Literature. Prepared by John McClintock, D. D., and James Strong, S. T. D. Vol. VI.	do	do	8vo	v, 997	5 00
The Belief of the First Three Centuries concerning Christ's Mission to the Under World. By Fred. Huidekoper.	James Miller	do	12mo	185	1 00
The Doctrine of Retribution. By William Jackson, M. A., F. S. A	A. D. F. Randolph & Co	do	8vo	xii, 355	3 00
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The Chaldean Account of Genesis. By George Smith, of the British Museum. Illustrated.	Scribner, Armstrong & Co	do	Demy 8vo		4 00
The Speaker's Commentary. Vol. 6. Ezekiel, Daniel, and the Minor Prophets	do	do	8vo	viii, 750	5 00
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TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Concluded.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
THEOLOGY AND RELIGION—Concluded.					
Meyer's Commentaries on the New Testament. Vols. V and VI	Scribner, Welford & Armstrong.	New York, N. Y.	8vo		$3 00
The Doctrine of Prayer; its Utility and its Relation to Providence. By P. H. Mell, D. D., LL. D.	Sheldon & Co	do	16mo		60
Commenting and Commentaries. By Rev. C. H. Spurgeon	do	do	12mo		1 25
Lectures on the History of Preaching. By John A. Broadus, D. D., LL. D.	do	do	12mo	xi, 241	1 50
Why Four Gospels? or, The Gospel for All the World. By D. S. Gregory, D. D.	do	do	12mo	348	1 50
Bible History: Old Testament. By Rev. J. F. Esch	T. Whittaker	do	12mo	193	75
Credentials of Christianity. Lectures delivered at the Request of the Christian Evidence Society.	do	do	12mo		2 00
Heathen Testimonies to the Antiquity and Truthfulness of the Old Testament. By Thomas Munnell.	Chase & Hall	Cincinnati, Ohio	32mo	32	10
Christian Baptism: its Subjects and Mode. By S. M. Merrill, D. D	Hitchcock & Walden	do	16mo	311	1 25
Notes on Luke. By George W. Clark, D. D	American Baptist Pub. Soc	Philadelphia, Pa	12mo	510	1 50
The Swedenborg Library. Edited by B. F. Barrett. Vol. 1. Death, Resurrection, and the Judgment.	Claxton, Remsen & Haffelfinger.	do	16mo	191	1 00
The Swedenborg Library. Edited by B. F. Barrett. Vol. 2. Heaven	do	do	Square 18mo		1 00
Life and Times of David. By C. H. Mackintosh	Henry Longstreth	do	12mo	200	45
Lectures on the Gospels. By Joseph A. Seiss, D. D. 2 vols. in 1	Lutheran Bookstore	do	8vo	xii, 1160	5 00
TRAVELS.					
(See Geography and Travels.)					

TABLE XXVI.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1876.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Browne, N. N	Woodstock, Ala	169,950	Geographical globe for schools.
Hall, J. S	San Francisco, Cal	170,083	Combined pencil sharpener and eraser.
Dyer, I. T	Chicago, Ill	171,10	Pencil sharpener.
Evarts, H. H	Chicago, Ill	172,007	Friction joint for school desks.
Bradford, W. A	Goshen, Ind	170,810	School seat.
Puterbaugh, G. W., and Teal, A. E.	Greenfield, Ind	173,340	School desk and seat.
Crumrine, S	Indianapolis, Ind	173,272	School desk.
Tharp, T. D	Marion, Ind	174,032	School desk and seat.
Grant, G. H	Richmond, Ind	176,622	School furniture.
Spencer, W. F	Richmond, Ind	176,701	School furniture.
Dole, J. A	Bangor, Me	171,272	School desk.
Wilbur, G. A	Skowhegan, Me	173,197	Inkstand.
Lockwood, R	Boston, Mass	167,455	India-rubber eraser.
Marshall, H. B	Kingston, Mass	169,649	Blackboard attachment.
Childs, J. W	Kansas City, Mo	174,489	School desk.
Nichols, J. H	Phillipsburg, N. J	173,988	Relief map.
Chinnock, G. H	Brooklyn, N. Y	168,229	Toy building blocks.
Conklin, B. Y	Brooklyn, N. Y	*a*6,797	Blackboard and other rubbers.
Hughes, F. M	Brooklyn, N. Y	176,532	Puzzle block.
Peard, J	Brooklyn, N. Y	177,549	School seat.
Richardson, H. J	Brooklyn, E. D., N. Y	166,938	Ruler.
Taylor, De Witt C	Brooklyn, N. Y	171,884	Alphabet board and blocks.
Whaley, B. B	Brooklyn, N. Y	167,812	Alphabet exhibitor.
Scatcherd, J. N	Buffalo, N. Y	173,502	Drawing board.
Arzt, F	New York, N. Y	178,043	Slate frame attachment.
Juch, J	New York, N. Y	172,268	Musical spelling tablet.
Kingham, W	New York, N. Y	170,174	Ventilating churches, houses, &c.
Kuhnel, P	New York, N. Y	174,424	Planisphere.
Poznanski, J	New York, N. Y	174,852	Combined pencil sharpener, eraser, and holder.
Rosenfeld, L	New York, N. Y	168,673	Inkstand base.
Somers, D. M	New York, N. Y	168,850	Erasive tablet holder.
Stagg, D. I	New York, N. Y	167,033	Folding school desk.
Stagg, D. I	New York, N. Y	177,583	School desk.
Kilbourn, B	Richfield Springs, N. Y.	172,270	Calculators for manufacturers of picture frames.
Hintz, J. C	Canton, Ohio	169,543	Drawing board attachment.
Schneider, G. P	Cleveland, Ohio	177,663	Pencil sharpener.
Kline, W. H., Upham, J., and Tuttle, S. D.	Eaton, Ohio	172,451	School desk and seat.
Haggerty, J	Corry, Pa	178,847	Blackboard rubber.
Melhorn, S. L	Hanover, Pa	169,826	School seat.
Buzby, A. G	Philadelphia, Pa	174,777	Pencil sharpener.
Hempleman, A. W	Philadelphia, Pa	177,835	School desk.
Irrgang, B	Philadelphia, Pa	166,382	Letter block apparatus.
Sallbach, O	Pittsburg, Pa	178,961	Mechanical ledger.
Burrington, H. H	Providence, R. I	178,594	Blackboard rubber.
Darling, S	Providence, R. I	169,152	Inkstand.
Darling, S	Providence, R. I	176,776	Inkstand.
Darling, S	Providence, R. I	*a*6,574	Inkstand.
Butt, D. L. R	Pilot Point, Tex	170,708	Adding machine.
Schirmer, H	Wheeling, W. Va	169,735	Inkstand.
Durant, E. G	Racine, Wis	172,401	School furniture.
Dennis, J., jr	Washington, D. C	171,507	Dissected picture and letter block.
Stith, F	Washington, D. C	169,597	Draftsman's ink-saucer.
Redmayne, T	Sheffield, England	169,478	School desk.

a Reissue.

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[NOTE.—Education, teaching, instruction, school, and other words of like character will not be found among the topics; *e. g.:* instead of "schools of science," look for "science, schools of." In indexing the abstracts of State school reports (pp. 5–465) the schedule on p. 3 has been followed for the arrangement as nearly as possible.]

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